

Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation

HANDBOOK
OF
IRISH TEACHING,

FOUNDED ON THE DISCOVERIES OF

M. GOUIN,

WITH A SET OF GOUIN SERIES AND A
VOCABULARY,


BY

Peter
P. T. MACGINLEY.



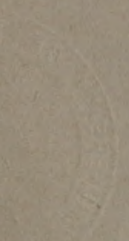
554822
11.12.52

Dublin:
THE GAELIC LEAGUE,
24 UPPER O'CONNELL STREET.



NOTE.

The following Handbook was awarded the First Prize of £5, offered at the Oireachtas of 1902, for the best Handbook of Irish Teaching. The prize in question was subscribed by Captain de la Hoyde, of the London Gaelic League.



PREFACE.

THE preparation of this Handbook of teaching was begun under a feeling that such a work was much wanted, and without reference to Oireachtas requirements. That the book secured a prize at the Oireachtas was chiefly valuable as a means of getting it published and circulated. The aim of the work is not wide, being merely to supply a method of class teaching. Many questions of pedagogic value and interest, such as the frequency of classes, their proper organisation, the qualifications of teachers, etc., are not touched upon. These questions are left to practical teachers.

The work that Gaelic Leaguers have set themselves is a gigantic one, being no less than to teach a new language to a whole nation. That we shall succeed there can be, now, no question. Even with the very faulty methods of teaching that have hitherto prevailed, numerous Irish speakers and writers have been made. The need, however, for improved methods becomes every day more claimant; we cannot afford to neglect any improvement that tends to lighten our work. This little handbook is a first step on the road of improvement, and will likely be followed by many others. We will hail with joy every advance made, whether on the lines here suggested or on any other lines.

The writer has to apologise for the frequent use in the following pages of the pronoun "I." It is used for the sake of clearness in expounding the method of teaching, and also to mark his responsibility for certain developments of the Gouin method not found elsewhere.

PEADAR MAC FIONNLAOIC.

ΔΕ-ΕΛΙΑΣ, Δουβλίνο,

18 mí meávon-foḡmair, 1902.

HANDBOOK OF IRISH TEACHING.

HAD M. Gouin achieved nothing in his long life but to discover and point out the futility of the classical or book methods of teaching languages he would have accomplished enough for one man. What years of valuable school life are wasted in our schools and colleges in an abortive attempt to teach boys and girls a language which they never acquire, but which even a single year's residence amongst people who speak the language would not fail to impart to even the dullest amongst them. Fortunately it is not now necessary to labour this point, particularly amongst Gaelic Leaguers; for the few years' experience we have had in trying to impart a knowledge of Irish from the study of books has fairly convinced us that we must try other methods or give up the attempt to bestow a working knowledge of our language upon any but a limited and select number of our people. But M. Gouin did not content himself with demolishing old idols. He discovered and enunciated many principles of teaching in respect of languages, and if he did not elaborate and complete a perfect system of teaching, he at least offered such suggestions as have made the path easy for other reformers.

Amongst the principles discovered and enunciated by Gouin the following are important:—

I. A language must be learned at first through the ear and not through the eye; that is, the teaching

must be oral. This principle is stamped with nature's approval. No mother attempts to teach a young child to speak by showing it signs and characters in a book. It is only in the case of deaf and dumb children that such a method is resorted to. In this case it is a matter of hard necessity to substitute a remaining and less appropriate sense for the sense that is missing. Yet, in teaching languages from books, pupils are placed almost on a level with the deaf and dumb, for they are expected to acquire by means of the visual organ the faculty of speech, which may be so much more easily acquired through the sense of hearing. If this principle is true in a general sense, it has special force for Gaelic Leaguers. The class of material we find in Gaelic classes is most unsuitable for student work by book methods. Many of our students have no knowledge of grammar in any language and could not, if they tried, acquire such knowledge. Many of them are beyond the age of effective student life, and cannot hope to gain proficiency in the language unless the path is made easy for them. Further, it is very necessary to bring our students into touch as soon as possible with the Irish speakers around them, and book Irish is useless for this purpose. The book lessons utterly fail the student when he is put to the practical test of conversation. Moreover, book Irish or literary Irish is generally found to present considerable differences in its words and constructions from local dialect Irish, and this interposes additional barriers between the learner of Irish and Irish speakers. The student is thus deprived of the stimulus and encouragement which he ought to

find in understanding, and being understood, so far as his vocabulary goes, by Irish speakers. Under the Gouin method the pupils ought to be instructed in the language as it is spoken in their own neighbourhood. Hence every word they learn they can speak, and are readily understood. They are able, from the first, to use what Irish they have learned to acquire more, and every Irish speaker they meet becomes a teacher to them.

II. Language must be learned by sentences and not by words.

The opposite plan followed by book students constitutes one of their chief difficulties when they put down their books and hear the language spoken in ordinary conversation. The student is unable to distinguish the separate words, and is hopelessly confused. Moreover, although he may know all the words which he desires to use, he has to think out elaborate rules for building up his sentence, and if he forgets one of these rules he falls into some dreadful solecism and gets laughed at for his pains. In the oral method the language is invariably taught by sentences, and the student has no difficulty in distinguishing the words in ordinary conversation so far as his vocabulary carries him. His power of intuition is evolved and evoked for the construction of sentences—a more reliable power than that of memory.

III. The student must be made to think in the language he is learning.

This, of course, is necessary, whatever the system of teaching pursued, for no person can make much use of a language, as a spoken tongue, until he can

think in it. With the book method of teaching two important obstacles are found to prevent the student's progress in this respect; the English printed word and the necessity for translation. At every step the mind of the student is tied down to the English word and the English idiom, which interpose themselves betwixt the idea and the Irish expression of it. In the oral method there are no such obstacles. English is used sparingly to create a correct mental attitude towards the lesson and to evoke the ideas; thereafter the action conceived in the mind of the student is connected with its proper expression in Irish. Hence, in a very short time the student can think in Irish. There is no translation, and English is only invoked to call forth the conception, the rest being done in Irish.

IV. Gouin claims that all language falls into one of two categories, one of which he calls objective language and the other subjective language.

These divisions of language are, it is claimed, psychologically distinct. The former relates to objects and experiences external to the person speaking; the latter are mainly conceptions and judgments of the mind. The ordinary experiences of life may be expressed in series of sentences, closely allied and arranged in the order of time. This arrangement falls in with the natural order of mental activities, and is accordingly a powerful aid to assimilation and memory. The sequence of thought follows the line of least resistance by a succession of well-ordered steps, the only new element being the expression of the ideas. The student is made to live his own life over again, and live it in Irish. If the student has

been brought up in Ireland he will have recalled to him in the Irish language many of the facts of life as already known to him; while if he has been brought up in the large cities of his own land or outside of Ireland he will learn many things about Ireland that will be interesting and useful to him, and he will have assimilated his information through the medium of the Irish language, which he is learning all the time.

The subjective language, that is, the language which embodies our judgments upon external objects, is dealt with in a different, but equally effective, way. It is taught as class-room conversation, having reference to the work in hand or the immediate surroundings, and acquires a hold upon the minds of pupils as effective as does the language of the Series.

The inquirer is invited to compare the ordered sequence of the sentences in the following *Series* with the disconnected and chaotic phrases found in an ordinary phrase book, and he will have little difficulty in deciding that the Gouin arrangement of the sentences is a true psychological help to the acquirement of a language.

V. Grammar is taught in a new way and without requiring the student to learn off by rote a number of technical rules before he has any conception of how these rules are to assist him.

This has, as already indicated, a special value for Gaelic League work. Many of our students are simply incapable of mastering the complexities of grammatical rules. Some of them are too young, some of them are too old, and most of them are too uneducated, to study grammar effectively. By the oral method we

can give all comers a good working knowledge of grammar without the need of studying its rules or using its technique or terminology, just as a child learns to express itself correctly without any knowledge of grammar. To advanced students the teacher will impart a knowledge of the general principles of Irish grammar, and students who wish to pursue the subject can then read the grammars for themselves.

VI. Just as the sentence is the all-important element of speech and not the isolated word, so the verb is the soul of the sentence, the element around which the idea is grouped. If the teacher should doubt this, let him select the verbs from any of the following series and repeat them to himself, and if he has already conceived the general idea of the lesson, the verbs will suggest almost the whole meaning of the sentences. No selection of nouns or other words will have the same effect. On this matter we are at issue with another well-known oral method.

VII. The Gouin lessons are the language of real life and the language of truth. No false or absurd thing is ever said, so that the mind of the student is not demoralised by fictitious, absurd and obviously false and impossible statements. The student is merely carried through one of his own experiences, or through a fact with which he is first made familiar. This is a powerful help to assimilation and memory.

Here are some further advantages of the Gouin method, and more will be noted incidentally as our lesson proceeds:—

(1) It trains the ear and the imagination from the start, and teaches a knowledge of Ireland and Irish life at the same time that the language is taught.

(2) It is easy for the pupils and not too hard upon the teacher, provided he knows the method, and has suitable text books. The learning of our native language by this method is a pleasant recreation and involves no drudgery.

(3) English is soon forgotten and left out of the question. Even when used it is only as a help to evoke an idea, which idea is not a mere translation of an English sentence. This idea when evoked is immediately associated in the student's mind with an Irish sentence.

(4) Under our oral system all can learn, the young, the old, the brilliant and the mediocre, and the rate of progress does not vary much as between students; just as children of various capacities learn to speak their mother tongue in much the same period of time.

(5) The progress made by students in a real knowledge of the language is much more rapid by the Gouin system than by the book method. I submit that it is also more rapid than by any other oral method.

(6) Reading and writing are also taught in Gouin instruction, but these follow instead of preceding the oral teaching. This is the natural order, (1) speaking, (2) reading, (3) writing.

(7) The series method may be effectively employed to teach history and other subjects in Irish. Historical series may be introduced at any stage, and the series will be none the less effectual for teaching the language while they also teach history.

(8) The method may be profitably employed in Irish-speaking districts to teach reading, spelling,

and writing, and to enlarge the vocabulary of students and teach them the grammar and construction of the language.

We claim the following advantages for the Gouin method as compared with other oral methods now in vogue:—

(1) We use English to convey our ideas in the first instance, thus proceeding from the known to the unknown. Some of the others proceed on an opposite principle and use only the language to be taught. This proceeding is too like to the method of teachers in Irish-speaking districts who do not know the language of their pupils, but require the latter to know and use Irish from the first. We are able to indicate the meanings of words before we use them, giving their application afterwards. We can also give necessary explanations at any stage, and can proceed to teach abstract ideas from the first. As soon as we can walk without our crutch, we discard it.

(2) We claim that the Series method of arranging language possesses a real scientific value in teaching not possessed by any other arrangement.

(3) We claim that the verb is the important word in the sentence, and teach it first. Other systems that rely upon objects and pictures, *i.e.*, upon nouns, cannot teach the verb first, and are at a consequent disadvantage. Our method is peculiarly suited to teach Irish, for the verb takes precedence in every Irish sentence.

(4) A teacher by the Gouin method can take a large class and teach in a hall where other lessons are proceeding. Teachers by some of the other methods cannot do so.

(5) The Gouin method is not a proprietary method, and everyone is free to teach by it.

The writer of this handbook, however, holds no brief for any method or interest, except for the most effective method of teaching Irish, and recommends that, where practicable, various oral methods be tried and that the method giving the best results in the particular circumstances shall be adhered to. Further, the intelligent teacher, having made himself proficient in one or more of these methods, should introduce such modifications as he may deem desirable. While Gouin enunciated principles, he prescribed no well-defined method of teaching. Others have done so in his name, and whether they interpret his views correctly, or whether they may have improved upon his ideas, is not for me to judge. The intelligent teacher, as he gains experience, will be able to add many valuable touches to the system.

I now proceed to give practical instructions as to the teaching of a Gouin Series, reserving any further remarks I have to make as to the principles of this method of teaching for the present.

My class being ready, I announce to them in English the title of the lesson for the evening which will describe some homely experience with which they are all familiar. Let us suppose it to be *I SHUT THE DOOR*, and I at once proceed to teach them the Irish for this sentence. Say the Irish word for shut is *DOIRIO*. I repeat clearly, distinctly, and loudly, two or three times *DOIRIO, DOIRIO, DOIRIO*. But if you want to say *I shut*, say *DOIRIOIM, DOIRIOIM, DOIRIOIM, DOIRIOIM, DOIRIOIM, DOIRIOIM*. And what do I *DOIRIOIM*? The door. Door in Irish is

DOORAS. The Irish for *the* is *an*, *an*, *an*, hence
 DOORUIM AN DOORAS. (Repeat and explain until
 pupils know and can say the sentence). Now how do I
 shut the door? What are the actions involved?
 Attend to me!

1. I stand up.
2. I walk a step.
3. I walk another step.
4. I walk to the door.
5. I stretch out my hand.
6. I take hold of the door.
7. I shut the door.
8. I return back.
9. I sit down again.

Now the most important words in these sentences
 are those describing the actions, so please note
 separately what these are, so I will teach these first.

1. Stand up.
2. Walk.
3. Walk.
4. Walk.
5. Stretch out:
7. Take hold.
8. Return.
9. Sit down.

The word I use for stand up is *éirigh*, arise, *éirigh*,
éirigh, *éirigh*. Who stands up or arises? I. That is
 expressed by saying, *éirighim*, *éirighim*, *éirighim*,
éirighim. The Irish word for walk is *siubhal*,
siubhal, *siubhal*, and I walk is *siubhlaim*, *siubhlaim*,
siubhlaim, *siubhlaim*. The word for stretch is *sín*,
sín, *sín*; but I stretch is *sínim*, *sínim*, *sínim*,

sínim. Out = amac̃, sínim amac̃, sínim amac̃. The word for take hold, is beir, to seize or grasp, beir, beir, beir. I take hold = beirim, beirim, beirim, beirim. I shut has been already given; you remember it : oruim, oruim, oruim. Return is fill, fill, fill; I return, fillim, fillim, fillim, fillim, fillim, fillim. Sit down is suir̃, sit, and síos, down, suir̃ síos, suir̃ síos, but I sit down is suir̃im síos, suir̃im síos, suir̃im síos.

Having brought my pupils successfully over the verbs, I give them a little rest, so that they may assimilate what they have just heard. Relaxation is afforded by change as much as by idleness, so I utilise the pause by introducing a few sentences of another sort, very few at a time, but these will be constantly used thereafter.

éist liom! éist liom, a cailín. táim
 ag éistead̃. tá go maĩt̃; maĩt̃ an cailín
 t̃ú.

These sentences I explain to the class and repeat until they can be spoken by each member. I also write them on the blackboard, and thereafter they pass into our ordinary language, so that we have already begun to teach the subjective and abstract language. I now return to the verbs and teach them over again, indicating the actions by pantomime and repeating the words. I may or may not return to the English explanations, as I judge that they are required. But I take care to repeat the words in Irish. It is one of the principles laid down by Gouin that telling is not teaching, and we rest everything on constant repetition with such gestures or emphasis

as will carry the meaning to the mind of the pupil. It will be observed that during all this time, I do not ask the pupils to say the verbs. This will come in good time, but the words must first be lodged in their ears and carried to their brains, and when that is accomplished, the tongue will wag effectively. Pronunciation! It is as easy as child's play under this system. Why, I have taken a class of raw recruits from a London suburb, to whom the sound of *r* was unknown except in a wrong situation, and in three lessons they could pronounce all the words they had been taught; startling even their teacher with the fidelity with which they reproduced his Donegal pronunciation.

Having taught the verbs a second time, I again make some remarks to the class—those already taught, with perhaps a phrase or two thrown in, as *AN TUIGÉANN TÚ SIN? TUIGIM. NÍ TUIGIM. ABAR ARÍS É.* I now repeat the verbs a third time more quickly, and then I examine the class as to their pronunciation and knowledge of the meaning. This will usually call for fresh repetition on my part, and I never shrink from repetition until it is no longer required.

Having satisfied myself on this point, I proceed to teach the sentences somewhat as follows:—

“Attend to me. (This would be said in Irish after the first lesson.) You remember the lesson we are at, *ORUÍDİM AN DORAS*, and you remember the actions involved.

1. “*ÉIRÍĞİM.* Now this word expresses the whole idea, but is somewhat indefinite, and the Irish define it by the idiomatic expression. I arise *in*

my standing, that is in a standing position or state. Standing is expressed by the Irish word SEASAM, SEASAM, SEASAM; but in *my standing*—the Irish word for *in*, in this case is *in*, as in English, and *my* is *mo*. This would make *in mo SEASAM*, but by a peculiar principle, which I will explain to you later, when you are prepared for it, this *mo* has the power of modifying or altering, *aspirating*, we call it, the first letter of the following word, so that SEASAM becomes ŠEASAM—in *mo ŠEASAM*; ÉIRIŠIM in *mo ŠEASAM*” (repeat three or four times slowly and distinctly).

2. “SIUĎLAİM, where? how? A step. Step in Irish is corcéim—made up of céim, a step or degree, and cor, the foot. COISCÉİM, COISCÉİM, COISCÉİM. SIUĎLAİM COISCÉİM, for we do not translate the article *a* into Irish. There is no indefinite article in Irish. If there is no article the word is indefinite. Hence SIUĎLAİM COISCÉİM is exactly equivalent to ‘I walk a step.’ Look! we express in two words what requires four in English! Good! SIUĎLAİM COISCÉİM.” (Repeat).

3. “SIUĎLAİM another step. We put the qualifying word after the noun in Irish, hence SIUĎLAİM COISCÉİM *another*, and *another* is expressed by eile, eile, eile. SIUĎLAİM COISCÉİM eile.” (Repeat.)

4. “SIUĎLAİM to the door. Now the word for *door* you have already had, DORAS, AN DORAS, and *to* is DO; DO AN DORAS. It is usual to shorten DO AN into one word, DO’n, hence, DO’n DORAS, SIUĎLAİM DO’n DORAS.” (Repeat.)

5. “SÍNİM AMAĆ. What do I sín AMAĆ? My

hand. *Hand* in Irish is *lám*, *lám*, *lám*, and *mo*, *my*: *mo lám*. *sínim amad mo lám* " (Repeat).

6. "*beirim*. We say in Irish I seize *on* the door, and the word for *on* is *ar*, *ar an doras*. *beirim ar an doras* " (Repeat.)

7. "*druidim an doras*. This sentence has been taught in the title of our lesson, so you already know it." (Repeat, nevertheless, as they probably do *not* know it.)

9. "*fillim back*. Back, in the sense of backwards, is rendered by *arais*, *arais*, *arais*. *fillim arais* " (Repeat.)

10. "*suirim síos* again. *arís* is the Irish equivalent for *again*. *arís*, *arís*, *arís*. *suirim síos arís* " (Repeat.)

CRÍOČ.

I repeat the sentences slowly and distinctly, dwelling on each word and with suitable indications of the meaning. Then I turn from the exercise and have a little conversation, beginning with the sentences already known.

an tuisceann tú sin? etc., and adding others. *éistibh liom, má sé bur dtóil é. níl tú ag éisteadt. níl an cailín sin ag éisteadt.*

Then I return to the Series once more and teach it again, this time mostly in Irish, unless explanations are asked for, or I deem them necessary. Then another short break, and I rehearse the whole lesson over again, speaking with the same rapidity and with the same emphasis as if I were conversing with my class or reading for them. I now examine the pupils in their knowledge of the exercise, and as they are

unlikely at this stage to know it off accurately, I have occasion for further repetition. After this examination I consider the lesson taught, and give each member a written or printed copy to take home with him. It will be remembered that this is the first he has seen of the written words, so I instruct him to make an exact copy of the lesson in his note book, and bring back my copy on the following night. I also instruct him to rehearse the lesson at intervals before our next meeting. If I have no written or printed copies of the lessons I write them down at the time on the blackboard, and invite the students to make a copy ; but, except as a temporary measure, this is objectionable. It occupies valuable class time, which should be given to oral teaching. Frequently, too, the beginner cannot read or write the Irish letters, and is helpless in the time at his disposal for copying in class ; but if I supply a copy he can con it at his leasure, and make an exact copy. While I thus give freely the written exercises to the pupils *after* they are taught orally, I must warn teachers against allowing the pupils to read the lessons *before* they are thoroughly taught. The learners at first have no correct appreciation of the sounds of the letters in Irish, and if they attempt to pronounce the written word, they are sure to pronounce it wrongly, and this wrong pronunciation will prove a hindrance to their acquiring the right sound. Further, words of any length look formidable in a strange dress, whereas they appear simple when pronounced, so that teaching orally introduces the language to the students in the least discouraging manner.

The lesson as delivered to the pupils will appear like this:—

DRUIDIM AN DORAS.

ÉIRIŪIM.	1. ÉIRIŪIM in mo fearaín.
SIUBLAIM.	2. SIUBLAIM coircéim.
SIUBLAIM.	3. SIUBLAIM coircéim eite.
SIUBLAIM.	4. SIUBLAIM do'n doras.
SÍNIM AMAĈ.	5. SÍNIM AMAĈ mo lám.
BEIRIM.	6. BEIRIM ar an doras.
DRUIDIM.	7. DRUIDIM an doras.
FILLIM.	8. FILLIM ar ais.
SUIŌIM SÍOS.	9. SUIŌIM SÍOS arís.

I set out the verbs separately on the left-hand side, that the pupils may more readily identify these important words.

Our lesson proper is now over, so I ask, CAD A ĆLOS É?—of course explaining the sentence and writing it on the blackboard. TÁ SÉ A LEAT I NŌIAIŌ AN NAŌI. MÁISEAŌ, IS MIŤIŌ ŌŪINN IMŤEAĈT. IS MIŤIŌ ŪŌ DEARŪĈA. SLÁN LEAT. SLÁN LIŪ. ŪŌ ŌŤÉIŌ TŪ SLÁN, etc. These parting salutations we will use thereafter, teaching others.

This lesson would take three quarters of an hour in teaching. If it is a first lesson, an hour may be profitably occupied with it. At a subsequent stage a Series of twice the length may be taught in an hour. When a Series is long, which it should not be at first, it will be well to divide it into two or three portions, and teach each portion separately, with subjective conversation in between, but in this case the whole lesson should be included in the final rehearsal.

We have now completed our first lesson, and the second is like to the first—with some differences. Having faced my class on the occasion of their second lesson, I salute them in Irish, *ḐIA ḐAOIB*, and make them reply, *ḐIA IS MUIRE ḐUIT. AN ḐFUIL SIB ULLAM? TAMAIR ULLAM. TABAIR-IGIḐ ḐIRE ḐAM, MḐISEḐḐ, etc.* I explain new words and constructions very briefly, depending upon emphasis and mimicry to convey the meaning, rather than giving any lengthened analysis of these subjective phrases. I now invite several of the pupils to read the lesson of the previous night, correcting any errors of pronunciation, and taking a final opportunity of repeating two or three times the whole exercise. I also examine the students as to their oral knowledge of the lesson. While doing so, I keep up a running comment in Irish phrases, such as—*ḐABAIR SUAS! TḐḐ ḐO ḐEANN ḐḐUS FEUC ORM. MAIT ḐḐ. MAIT AN BUA-ḐAILL ḐḐ! MAIT AN CAILIN I! ḐO MAIT! ḐO MAIT! NÍ CEART! FEUC LEIS ḐRÍS, etc.*

We can now dismiss the first lesson finally, and take up the second lesson, teaching it as before. Again we take some simple, familiar subject, say, “I light my pipe,” and, having taught the heading, I describe the action, giving the English words:—

1. I put my hand in my pocket.
2. I take out my pipe.
3. I get tobacco.
4. I get a knife.
5. I cut the tobacco.

*

*

*

*

6. I mix the tobacco.

7. I fill my pipe.
8. I get a box of matches.
9. I strike a match.
10. I light my pipe, and
11. I smoke.

This series being somewhat longer, I divide it into two parts, and teach each part separately, but give the whole in the final rehearsal. The Irish lesson, which I shall give the pupils, will stand as follows:—

DEARZAIM MO PÍOPA.

- | | |
|-----------|-------------------------------|
| CUIRIM. | 1. CUIRIM mo lámh in mo póca. |
| BEIRIM. | 2. BEIRIM amadé mo píopa. |
| ḡEIBIM. | 3. ḡEIBIM tobac. |
| ḡEIBIM. | 4. ḡEIBIM rḡian. |
| ḡEARRAIM. | 5. ḡEARRAIM an tobac. |

* * * *

- | | |
|-----------|-----------------------------|
| SUAITĪM. | 6. SUAITĪM an tobac. |
| LÍONAIM | 7. LÍONAIM mo píopa. |
| ḡEIBIM. | 8. ḡEIBIM bocpa lárós. |
| BUAILIM. | 9. BUAILIM lárós. |
| DEARZAIM. | 10. DEARZAIM mo píopa, agus |
| CAITĪM. | 11. CAITĪM toir. |

Any grammatical difficulty must be briefly explained, and any idiom or new construction (such as that in the last sentence) must be made clear to the pupils.

I now proceed to give my first lesson in grammar, though without telling the pupils that I am doing so. Addressing one of the pupils, I say I have now told you how *I* light my pipe. I will now tell you how *you* light your pipe.

DEARGANN TÚ DO PÍOPA.

1. CUIREANN tú do lámh in do póca.
2. BEIREANN tú amac do píopa.
3. ŠEIBEANN tú tobac.
4. ŠEIBEANN tú ršian.
5. ŠEARRANN tú tobac.
- * * *
6. SUAIŢEANN tú an tobac.
7. LÍONANN tú do píopa.
8. ŠEIBEANN tú bocra larpós.
9. BUAIŁEANN tú larpós.
10. DEARGANN tú do píopa, ašur
11. CAIŢEANN tú toir.

Observe that I fall into the analytic form of the verb here, and I do so in accordance with the spoken usage with which I am familiar. A Munster man would probably teach—

1. CUIRIR do lámh in do póca.
2. BEIRIR amac do píopa,
etc.

As I make so important a change as to give the pronoun as a separate entity, I must enter into some explanation, but I do so briefly, as the students will have ample practice in the various verb forms, and cannot fail to learn them. I next proceed to tell the class how *an buacail* so lights his pipe.

DEARGANN SEAGÁN A PÍOPA.

1. CUIREANN ré a lámh in a póca.
2. BEIREANN ré amac a píopa,
etc., etc.

I then describe how *sean-máire* lights her pipe.

DEARZANN MÁIRE A PÍOPA.

1. CUIREANN sí a lámh in a póca.
2. BEIREANN sí amac a píopa,
etc., etc.

I will now proceed to describe how we all light our pipes.

DEARZAMAÓID AR BPÍOPÁÍ.

1. CUIRIMÍD ar lámha in ar bpócaibh.
 2. BEIRIMÍD amac ar bpíopaí.
 3. ZEIBMÍD tobac.
 4. ZEIBMÍD rḡian.
 5. ZEARRAMAÓID an tobac.
- * * * *
6. SUAITIMÍD an tobac.
 7. LÍONAMAÓID ar bpíopaí.
 8. ZEIBMÍD bocra lapóḡ.
 9. BUAILIMÍD lapóḡa.
 10. DEARZAMAÓID ar bpíopaí, aḡur
 11. CAITIMÍD toir.

Again, ye (addressing the pupils) light your pipes.

1. CUIREANN sib bhur lámha in bhur bpócaibh.
2. BEIREANN sib amac bhur bpíopaí,
etc., etc.

And, finally, they (referring to identity of parties) light their pipes.

DEARZANN NA BUAIĆAILLÍ A BPÍOPÁÍ.

1. CUIREANN siad a lámha in a bpócaibh.
2. BEIREANN siad amac a bpíopaibh,
etc., etc.

In practice, I would probably defer this grammatical instruction until I had given three or four

lessons, and I would also spread it over two or more lessons. The Series in its original form would be already in the hands of the students, and it would not be necessary to give them the variants in writing, but I would illustrate on the blackboard the new forms. It would also be necessary to explain the variations in the pronouns, with their powers of aspiration and eclipses, but I would not undertake any full or general explanation of these phenomena until my pupils had got numerous examples of them in practice. The lesson would be concluded by further subjective phrases.

In the following lesson, when the verbal changes in the various persons were understood by the class, I would teach, in connection with a new Series, the various tenses. In introducing the past tense, I would fix the time by introducing it with such a phrase as *ARÉIR, INÓÉ, ANURRAIG, AN SAMRAÓ'S CUAÍÓ TART*, or the like, leaving no room for doubt that the actions were past actions. For instance:—

D'ÓL mé veoc.

LÁ ann.

1. *BÍ mé ag ríubál ar an mbótar.*
2. *BÍ tar éir orm.*
3. *CONNADIC mé teac.*
4. *ÓRUÍÓ mé ruar leir.*
5. *CUAÍÓ mé irteac ann.*

* * *

6. *D'ÍARR mé veoc.*
7. *TUIG bean a' tige veoc bainne dam.*
8. *D'ÓL mé an veoc.*
9. *D'ÍARR mé beannaíct Dó ar-na ba (buaib).*

10. D'fíl mé amac aiar.

11. Siubál mé liom aiar.

In the beginning it would be advisable to teach each lesson in the first person singular, present tense, as a starting point. Afterwards, the Series may be taught in any tense, mood, or person, getting the pupils to change it to any other. Taking the above exercise as starting in the past tense, first person singular, as above, we should teach it in the various persons of the past tense. Suppose we wish to teach the lesson in the future tense, then we say:—

1 mbárac.

ólfaí mé deo.

1. béí mé ag siubál ar an mbótar.

2. béí tar oim.

3. éí mé te.

4. oruifí mé ruar leir.

5. rácaí mé irte de ann.

*

*

*

*

6. iarrfaí mé deo.

7. beirfí bean a' tige deo bainne dam.

8. ólfaí mé an deo.

9. iarrfaí mé beanna de de ar na ba.

10. fíl mé amac aiar.

11. siubálfaí mé liom aiar.

Proceeding, I carry the Series through the various persons of the future. We may introduce the other moods and tenses by suitable statements or questions. How would I drink a drink? The reply to this gives the conditional mood:—

1. bÉinn a5 riubal ar an mbótar.
 2. bÉaó tarct oim.
 3. cÍóínn teac.
 4. óRuioínn ruar leir.
- etc., etc.

How used I drink a drink? (last year).

1. bÍnn a5 riubal ar an mbótar.
 2. bÍaó tarct oim.
 3. cÍóínn teac.
 4. óRuioínn ruar leir.
- etc.

How does Patrick say I drink a drink?

ADÉIR SÉ:—

1. 50 mbíom a5 riubal ar an mbótar.
 2. 50 mbí tarct oim.
 3. 50 bpeicim teac.
 4. 50 nóRuioim ruar leir.
- etc., etc.

Thus would I introduce every mode and manner of expression without burthening my pupils with a single technical rule or term. I would not hold them at one exercise whilst teaching all the various forms. On the contrary, I would teach a fresh exercise each meeting, adding a few changes of form each time, and I would eventually teach Series not in the first person singular only, but in the various persons or moods. I do not propose to follow closely the developement of the system through each lesson. This will necessarily vary both in form and in speed according to circumstances. The intelligent teacher, if he has grasped the principles here set out, will be the best judge of many details of teaching, while

intelligent students will suggest by their questions what is obscure to them, and what ought therefore to be taught. I will suppose twenty or thirty lessons to have been taught, and will briefly examine what the class lesson is like at that stage. Assume that the lesson is to last an hour and a-half. The first ten minutes should be devoted to conversation in which the pupils should freely join. They will have acquired a considerable number of subjective phrases which they will be able to use quite freely as far as they go, and will also make an attempt to use some of the language learned in the Series. After the usual preliminary salutations, the teacher by a judicious remark, may turn the conversation to anything that presents itself. The weather is an unfailing source of talk in English, and may also be utilised in Irish. Of course this subject may be taught as a Series or number of Series, but it may be also referred to subjectively and in practically the same language. Suppose we take the Series.

BÍ AN OIÖCE ARÉIR FLUÖ.

1. D'EIRIÖ AN OIÖCE RUAR.
2. ÖÁINIÖ RÖAMAILL AR AN NGEALLAIÖ.
3. ÖOISIÖ RÉ AS CUP FEARTÁINE.
4. ÖUIRLINIÖ AN FEARTÁIN ÖO TROM.
5. BÍ SRUÖÁINNA AR AN RÖÁIO.
6. D'EIRIÖ TUILE RAN ÁÖÁINN, ASUR
7. RINNEÁÖ DOÖAR MÖR DO'N BARR.

The subjective references to this subject would take some such turn as this :—

“DIA ÖIUT, A ÖEASÁIN. NAC BPEÁÖ AN OIÖCE Í REO?
BPEÁÖ, BUIÖEACAR LE DIA. BÍ RÉ AN-FLUÖ

aréir. BÍ, go dearbúta. BÍ fuaéir mór leir, ašur bí
 ré an-dorúta. IS fíor tuit rin. CÁ nfeiceá do
 fíon nómat nuair a toirís ré aš cur. Sead. BÍOS
 amuic ann. CUIRLING an fearúain com tnom rin go
 raib rputanna ar an rráir. TÁ an ceart ašat. BÍ
 tuite ran abainn, ašur RINNEADÓ dočar mór do'n
 bairr."

I do not recommend this class of sentences as
 subjective language in class teaching, but for the
 conversations before and after class work proper.

Following the ten minutes' conversation, the pupils
 will read their exercises of the previous night, and
 may profitably be asked to give the same exercise in
 a different mood, tense, or person. Next, the new
 exercise is taught. It will now be found that
 several of the words, particularly the verbs, are
 already known, and need not be formally taught,
 and this will, of course, have the effect of saving
 time in teaching. On the other hand the Series
 may be lengthened to fifteen or twenty sentences.
 Subjective phrases by the teacher, and class-room
 conversation amongst the pupils must be kept up at
 each interval, as already indicated. In examining
 students as to their knowledge of the lesson after it
 is taught, I recommend the following plan which
 will tend to increase the vocabulary of the students,
 and also to bring home to them more fully the
 meaning and construction of the sentences. Suppose
 I am after teaching the exercise—

CUIR AN CAILÍN SÍOS TÍME.

1. D'EIRIŠ AN CAILÍN AR MÁIRÍN.
2. RUŠ RÍ IRTEAC BACÓŠ MÓNA.

3. CUIR rí an ghríoraic ar leattdaoibh.
4. CUIR rí ríor cúl móna ar an teallad.
5. GLÉAS rí na haibleoga ruar leir an móin.

* * * *

6. CUIR rí rmut glúbaire in a mearf.
7. CUIR rí tuillead móna tarte timcioll orra.
8. SÉIO rí an teine leir na builg (builgibh).
9. CUIR rí amad an luaithead, agus
10. SUIAIB rí an tead.

I take the first part of the first sentence, *o'eirig an cailín*. When? Pupil answers: *ar maidin*. Now give me some variants.

1. O'EIRIG an cailín—ar maidin.

—trátnóna.

—Dia Domhnaig.

—ra traogal.

—in áirde,

etc.

2. RUIG rí irtead—bacóg móna.

—cliaib móna.

—cliaib ppreataí.

—gar cabáirte.

—an leanb,

etc.

3. CUIR rí—an ghríoraic ar leattdaoibh.

—an ghríoraic ar.

—an ghríoraic le céile.

—an poll-deataig tpe teine.

—an tead amuig,

etc.

And so with the other sentences. Next taking the latter part of the sentence, I invite the pupils to predicate various things of it:—

D'EIRIŠ an cailín—ar maidin.
 D'EIRIŠ an buacail—
 D'EIRIŠ mé go mo—
 Rinne mé mo ceuróirí—
 Duibairt mé mo cúro uirnaiste—
 etc.

Ruš an cailín irteac—bacóš móna.
 Ruš mire irteac—
 D'IARR mé ar an cailín tabairt irteac—
 A Seagáin beir istec—
 Teastuigeann uaim—
 etc.

1. CUR rí—an gíoraic ar leatdaib.
 Cós rí—
 D'iomcur Seagan—
 Connáic bean a' tige.
 moctuis Síle,
 etc.

In teaching at this stage, almost the whole of the class instruction may be in Irish. Henceforth even the incidental remarks of the teacher will go to increase the pupils knowledge of the language, and this language being real, will help to fix persons, tenses and moods in their minds.

Ten minutes ought to be devoted to conversation at the close of the lesson, and this conversation should be closed naturally by references to the lateness of the hour, the need for breaking up, and the usual parting salutations.

SUMMARY OF THE METHOD OF TEACHING.



1. Announce and teach the title of the series.
2. Create a mental picture of the incident to be taught by a brief description of the circumstances.
3. Give the sentences in English.
4. Repeat the verbs in English.
5. Teach the verbs in Irish with a few brief illustrations of their use.
6. Conversation.
7. Teach the verbs again in Irish.
8. Conversation.
9. Teach the verbs again in Irish.
10. Examine pupils on verbs.
11. Teach sentences.
12. Conversation.
13. Teach sentences again.
14. Conversation.
15. Repeat sentences in Irish.
16. Examine pupils in sentences.
17. Deliver copy of lesson to pupil.

This is the order of teaching a simple lesson without extras. The method of dealing with the latter I need not summarise.

Mental Visualisation.

The subject of mental pictures or visualisation should, perhaps, have been dealt with sooner, but *i n d i a r d a céile deantar na cairdeáin*, and the teacher may read these remarks in connection with the foregoing instructions. The aim of the series is to make

the student live over again, in a new language, his past experiences. This is assisted by recalling to his mind the facts, and this must be done in the language he knows, in other words in English, until he knows Irish. There is the further case of teaching Series which the pupil has never experienced. Children, for instance, have a limited experience only, and they must be helped to a correct mental picture of the actions which are about to be associated with the Irish words. The same will apply to grown people in regard to many Series. Suppose I am about to teach the Series *Cuir an caitín ríor teine* to a class of young people in Dublin or Belfast, in London or Glasgow. Their experience of making a fire is very different from that which I am about to describe. I must, therefore, create the mental picture that I require by describing the facts, and I do so after this manner:—

“Imagine a thatched cottage on an Irish hillside. It is the early morning, and the *caitín* (servant girl) has just got out of bed. She goes to the peat stack, which is built near the house, selects a number of dry turf sods, puts them across her arm and carries them into the house. She goes to the flat hearth in the kitchen where the live coals of the previous day’s fire are buried in the ashes to keep them alive, and with a sod of turf she puts them on one side. She then places a double row of sods of turf against the wall or hob, picks out the live embers and builds them up against the turf, putting a piece of fir (from the bog, but dried) in with the coals, and places more sods of turf round this core. She then blows the fire with the kitchen bellows until it is well kindled.

She moistens and removes the ashes and sweeps the hearth and the kitchen floor."

These explanations should be as short and crisp as is compatible with the object in view, viz.:—to create a clear mental picture in the minds of the pupils of the actions to be described in the Irish lesson.

Grammar.

The teacher who follows the foregoing instructions will, in the course of twenty or thirty lessons, have taught a considerable amount of the most essential and practical parts of grammar. He will have taught his pupils to *say things*, and to say correctly, what they want to say. That I take to be the chief aim of grammar. As he proceeds, however, he will find it advantageous to systematise the pupils' knowledge of grammar. He will point out to them the difference in certain of the terminations of two classes of verbs, so that they will be able, even in the case of a verb taught to them for the first time, to give the correct future or conditional. The pupil will have observed at an early stage the curious phenomena of aspiration and eclipses, and the teacher will be forced, from time to time, to refer to these phenomena and give some explanation. After he has allowed the pupils to become familiar with them in practice he should at some stage, in a half hour's instruction, intimate briefly how, say, aspiration grew in the language and the laws that govern it. The same with reference to eclipses. He need not attempt to lay down the whole of the rules at once, but should revert to the subject as instances occur in the lessons.

In regard to nouns the distinction of gender will be early noticed because of the difference in the masculine and feminine pronouns. The teacher will deal with it as he does with aspiration and eclipses. Let him not attempt to generalise too early, but let the pupils realise the distinction intuitively until their curiosity is aroused and they have had numerous examples. He may then, in half an hour's discourse, point out that while the genders follow the distinctions of sex where that is clearly known, there is no neuter gender in Irish, and hence all neutral words must be classed into one or other of the two established genders. He will further explain that this is done, not in accordance with the meanings of the words, but in accordance with their written form, a purely artificial and somewhat unimportant division which he need not too much regard. The cases of nouns will be similarly dealt with and the general rules under which nouns are declined gradually elucidated. The pupils may be told that the changes in nouns are by no means as essential to the learner as the changes in verbs, and that to make a mistake in regard to the correct form of a noun-ending seldom alters the meaning of an expression, but that practice will gradually bring a knowledge of the correct forms. I need not pursue the subject of teaching grammar further here, but when the teacher considers it safe he should recommend his pupils to procure a handy grammar—Craig's or the Christian Brothers'—and read the rules and regulations for themselves. If he has doubts as to whether the proper time has arrived to so recommend them, he should defer the matter

further, as his pupils lose little by not reading grammar.

Etymology.

It will be helpful to point out briefly the etymology of words. If we take the word *BOITĒAC*, a byre, it will, as pronounced, strike the pupils as a strange word; but if it is mentioned that *boiteac* is made up of the two words *bó* (a cow) and *teac* (a house), and means cowhouse, the pupils, probably already knowing the simpler words, will immediately recognize and assimilate the compound word. But this explanation should be given briefly and without waste of time. The class hours are too precious to be spent in tracing out doubtful or obscure etymologies. I may mention here that much use may be made of those Anglo-Irishisms which are commonly known. When we have occasion to teach the phrase *MAIT̄ SO LEÓR*, for instance, we can tell the learners that that is the phrase known to them as *magalore*.

Reading.

Reading is being taught from the first lesson. The lessons may be supplemented, when the pupils are deemed fit, by any printed matter, but pupils should not be encouraged to read ordinary matter until they have a fair knowledge of the language, so that they can pronounce a word at sight. If pupils are required or allowed to get off matter by rote, such as prayers, proverbs, poems, songs, and the like—and this is an admirable way of adding to their knowledge of spoken Irish—the teacher should not put a printed or written copy of

the words into their hands in the first instance. He should take the printed copy himself and read or recite it aloud in measured sentences, as a teacher instructs infants; the pupils repeating the words in sing-song fashion after him. When he has repeated the piece with sufficient frequency to fix the sounds correctly in the ears of his pupils, he can then place the printed copy in their hands and let them learn it off, but he should revise their pronunciation until it is perfect. He need not, at first, stop to explain or analyse the matter of the piece.

Writing.

Like reading, writing is taught from the earliest stage. No better exercise can be found for writing than to copy the written lesson, which lesson should be written carefully and neatly. There is no objection to pupils at any stage procuring and using headline copy books.

Spelling.

A knowledge of spelling is obtained from the exercises supplied. Spelling is best learned from the written word and not by the ear. Irish spelling is so simple and scientific that it will be rapidly learned. The teacher may assist by pointing out certain general principles, but this should not be done too soon. He will point out the division of the vowels into broad and slender and their influence on the sounds of the consonants, and enunciate the principle *caot te caot, etc.* He can also point out that certain puzzling combinations such as *uḡaó* represent a simple sound and represent that sound invariably.

When a class is fairly advanced, their knowledge of spelling may be tested by reading out the lesson to them instead of supplying the written copy and requiring them to write down the exercise. The teacher can then give each pupil the usual copy of the lesson so that he can compare it with his own; or the pupils' copies may be passed to other pupils to correct, at the same time supplying each with a correct standard copy. By these means I think it will be found that students will be able to spell Irish correctly as soon as they are able to speak and write it.

The Series.

The limited number of Series given in this handbook are intended as specimens, and do not in any case exhaust the subject. A scientific set of Series would exhaust the whole of the objective language. A single department of life would be taken and described in general terms. Then sub-Series going into details would be given. These might be split up into others until the whole subject would be exhausted. Suppose we had a leading Series on The Farmer. It would describe in about twenty sentences a farmer's occupations. In ten or twenty new Series each occupation would be dealt with and described, and if this did not exhaust the subject a more minute set of Series might be given under each sub-Series. We would then have exhausted all the objective language that is found connected with farming operations. It is obvious that so full a treatment of the subject could not be attempted in a small handbook such as is here aimed at. It will

be easy, if the method is approved of, to issue fresh and well arranged Series in cheap booklets to supplement those given here. In the meantime teachers are relied upon to furnish their own Series. They should be as true to life as possible; true to Irish life; and should not offend against the probabilities, nor should they ever depart from the order of time. The system depends to some extent on the reality and truth of the language used.

It will be observed that the language of my Series has a Northern flavour. It is with the Northern variety of the spoken language alone that I am familiar, and I act in consonance with the principles here taught in using that variety. Munster or Connacht teachers need not follow the language of these Series, but, using these as models—in regard to arrangement—they ought to use their own language, such as it is commonly spoken in the neighbourhood. Many of the Series are not my own, but were taken down from the lips of good Irish speakers.

It has been said that the language should be real, true, and local. So also should be the treatment of the subject. Take, for instance, the exercise on cutting turf. Though absolutely true to life in regard to cutting turf in Donegal, it would not, probably, properly describe the work of cutting turf in various parts of Ireland. The teacher who does not make his own Series should take care that the Series which he teaches is correct and true to life.

Subjective Phrases.

We give a small selection of phrases of this type, but suggest that such phrases should be formed by the teacher as required. If he is short of materials, Doyle's *LEABHAR CANTE* and other sources may be drawn upon. The phrases should be pertinent to the subject in hand, and elaborate explanations of them need not be given, the teacher relying mainly on gestures, emphasis, and expression to convey the meaning. For instance, the phrase *na bac teip* would be difficult to explain in English, but the use of the phrase with appropriate expression on a few occasions, will make the meaning clear. The pupils should be encouraged to use these phrases as much as possible. It is to be remembered that the Series is the principal lesson, and, in teaching, it should not be displaced by devoting too much time to subjective phrases. The latter should be used as a help and an adjunct, not as a substitute. The Series are the meat, the subjective phrases the condiment. It has been already indicated how the subjective language may have an innings of its own at the beginning and end of the lesson; this will be better than overloading the lesson proper with this class of language. The pupils are not supplied with written copies of the subjective phrases; the teacher should, therefore, take frequent opportunities of writing these phrases on the blackboard, always *after* they are introduced orally, so that the students may recognise them by the eye, as well as by the ear.

In Irish-Speaking Districts.

At first sight it may seem that an oral method is useless in regard to Irish speakers. It appears to me, however, that writing, reading, and spelling may be more quickly taught to Irish speakers by following the Series' method than by taking up ordinary books. Of course, the merely oral teaching may be much curtailed, but the sentences may be analysed, and their construction explained. It will be found that even good Irish speakers are deficient in vocabulary when tested by the very searching Series' method, and it is an excellent means of remedying this defect. The printed copy of each lesson, supplied after the lesson is properly explained, is the very best copy that could be set for writing, spelling, and reading.

Teaching Children.

The oral method is so obviously suited for the teaching of children that we anticipate all National teachers and others having to teach Irish to children will immediately avail themselves of it as soon as they understand the method. It seems nothing less than cruelty to set young children to wrestle with a strange language from books. By the method sketched above, the learning of a language becomes a mere pastime for them, supplying many of the elements of a game. In dealing with children the teacher should be sparing in his explanations, and rely upon repetition and mimicry. The Series also should be framed to suit the age and experience of the children. For instance:—

ṭuṣ nóra bainne do'n cat aréir.

1. ṽliṣ nóra na ba.
2. ṭuṣ rí an bainne irteac 'un tige.
3. líon rí cupán leir an bainne.
4. o'fás rí an cupán ar an uhlár.
5. sṣairt rí ar an cat.
6. tálínis an cat, asur
7. o'ól ré an bainne.

The subjective language should also be taught continuously. In some schools the whole of the orders and directions, including expressions of praise or blame, are given in Irish. This is excellent, and consumes no extra time. It is as easy saying to children, seasaím suas, suirde síos, sin a' dóig, tál an ceart asat, etc., as it is to say the corresponding English phrases, and, after a few repetitions, they are as well understood. It is to be noted that children at school have a great advantage over Gaelic League students, because they can be taught a little Irish daily. The non-frequency of classes is the great drawback to Gaelic League teaching. Besides being too few as a whole, there is too long an interval between them. Ten minutes daily is much more effectual than an hour once a week. So the school-children will be found to make rapid progress if taught in the way suggested.

Children have a capacity for getting off matter by rote that few grown people retain. This should be taken advantage of, and prayers, songs, poems, proverbs, and witty sayings should be taught to children by the usual sing-song method.

I suggest a special case, in which the Gouin

method may be turned to account in teaching children. Many Gaelic Leaguers are bringing up children in surroundings in which it is not easy to make them Irish speakers. Now, suppose either of the parents is an Irish speaker, and gives the children a half-hour's lesson daily for six months, using at the same time Irish phrases to them during the day, the children will, at the end of that period, know as much Irish as will entitle them to be classed as Irish speakers thereafter.

The Use of the System by Students.

Learners who understand the method may use it effectually to increase their knowledge of the language. They have but to find an Irish speaker—and, fortunately, the Irish speaker is becoming easy to find—and get their Series from him or her with a selection of subjective phrases. Suppose our learner visits the “forge” or smithy of a blacksmith who speaks Irish he may ask the blacksmith to tell him in Irish how he blows his bellows, how he makes a nail, how he shoes a horse; he can get the Series of the bellows, the nail, or the horseshoe, with all the verbs involved and all the technical terms. His blacksmith can also give him various other Series, not necessarily connected with his own trade. By suitable questions our learner may get the Series cast in any mood, tense or person he requires. He may also obtain subjective phrases by asking questions, by making remarks, and by “drawing out” his man in Irish conversation. He will have some trouble at first in getting his Series in the form required, as the Irish speaker, not knowing what

is required, will start off in many directions. In taking down Series in Donegal I found great difficulty in getting them in the first person singular, which seems to be little used; while the speakers generally dropped into the conditional mood if allowed to do so. A friend of mine suggests it is because they have not developed the Ego so much as more pushing races.

Even people who know Irish well may profit much by getting and noting down Series from native speakers. It is a wholesale way of capturing uncatalogued words. It is like fishing with a net for them instead of using the rod and line. We may get technical terms from the very people most likely to know them, from people who have to know them. By getting the Series connected with any trade or calling from an Irish speaker connected with that trade or calling we cannot fail to obtain every Irish word known in the trade.



I.—EIRIĞIM AR MAIÖIN.

1. MUSĞLAIM ar maiöin.
2. POSĞLAIM mo fúile.
3. EIRIĞIM in mo fuidé.
4. CUIRIM orm mo cuité éadaiğ.
5. NIĞIM mo láma ağıur m'agairé.
6. CIARAIM mo ceann.

*

*

*

✱

7. DEARCAIM' ra' rğátán.
8. TUIRLINGIM na rğairí.
9. SIUBLAIM ISTEAC' 'ra' párlúr.
10. SUIÖIM SÍOS ağı an ġclár.
11. CAITIM mo ceurpöinn.
12. CUIRIM ORM mo hata.
13. FÁĞAIM an teacé.
14. BUAILIM ríor an trıáir.
15. ġADBAIM i ġcionn oibpe.

II.—SIUBLAIM SÍOS AN BÖÖAR.

1. CUIRIM ORM mo ġairneuo.
2. ġEIBIM mo ġata.
3. POSĞLAIM an dörap.
4. ġADBAIM amacé ar an dörap.
5. DEARCAIM ar an rpéir.

*

*

*

✱

6. DEARCAIM roir ağıur rıar.

7. Ćīm go bfuil an aimreadh go maic.
8. Agus Siubhlaim ríor an bótar.

III.—DEARZAIM MO PÍOPA.

1. Cuirim mo lámh in mo póca.
 2. beirim amad mo píopa.
 3. ġeibim tobac.
 4. ġeibim rġian.
 5. ġearraim an tobac.
- * * *
6. suaitim an tobac.
 7. líonaim mo píopa.
 8. ġeibim bocra larpós.
 9. buailim larpós.
 10. DEARZAIM mo píopa, agus
 11. CAITIM toir.

IV.—ġLANANN NÓRA AN TEAC.

i n-tiarió am-bheacparca :—

1. CÓIRIġEANN nóra na leaptáca.
2. ġLANANN rí amad na reomraí leaptá.
3. SġUABANN rí na hupláir.

4. mġeann rġ na roitġe.

5. mġeann rġ uplār na cipteanaġe.

*

*

*

*

6. ġlanann rġ na fuinneoġa.

7. cuireann rġ an tmuġġán tġe i n-órrouġáó.

8. beireann rġ isteac uirġe.

9. cuireann rġ móin ar an teinóó.

10. socruġeann rġ a rġól coir na teineáó,
aġur,

11. suiróeann rġ síos a' rġnóm.

V.—Ólaim mo cúio brocáin.

1. ġnġ mġire brocán rġéóó uam.

2. cuireann rġ amac i mbóla é.

3. cuirim rġúcpa aġur im aġur bainne ann.

4. measġaim tġé n-a óéile é.

5. beirim liom é coir na teineáó.

6. ólaim bolġam de'n brocán.

7. taitmġeann rġe ġo maic liom.

8. ólaim mo fáic de.

9. fáġġaim an fuġleac in mo uiaóó.

10. cuirim an bóla ar air ar an ġclár.

VI.—cuireann meabha síos préataí fá coinne na dinnéire.

1. buaineann meabha préataí nuabha.
2. iomcuireann sí 'na' baile iad i gcliaibh.
3. líonann sí amach i tobáin iad.
4. cuireann sí uirge 'ra' tobáin.
5. mgeann sí na préataí.
- * * * *
6. cuireann sí síos pota uirge, agus
7. nuair gúileas an t-uirge.
8. tógann sí na préataí in a lámhaibh, agus
9. caiteann sí isteach 'ra' pota iad.
10. fáigann sí as guil iad go cionn leathuair.
- * * * *
11. nuair atá na préataí bhuíte,
12. tógann meabha an pota.
13. taomann sí an t-uirge de na préataibh.
14. líonann sí na préataí amach ar loraio.
15. fáigann sí an loraio ar an éilín fá coinne
na dinnéire.

VII.—ólaim mo cúro tae.

1. tígim 'na' baile triathóna.
2. buaim mo díom mo hata agus mo cóta mór.
3. suidim síos coir na teineabha.
4. leigim mo rígte.

5. SUÍOIM ISTEADÉ CUIZ AN CLÁIR.
6. LÍONANN MÁIRE AMAÉ CUPÁN TAE DÁIN.
* * * *
7. CUIRIM RIÚCHA AŞUR UACDAR 'RA' TAE.
8. ŞHÍM CEAPAIPE D'ARÁN AŞUR D'IM.
9. CUIRIM MITREÁN AIR.
10. ITÍM AN CEAPAIPE.
11. ÓLAIM AN TAE.
12. ŞEIBIM CEAPAIPE EILE.
13. ŞEIBIM CUPÁN EILE TAE.
* * * *
14. CAITÍM AN BEIRT ACA.
15. ITÍM MO FÁIT.
16. NUAIR ATÁ ŞO LEOR ITTE AŞAM,
17. TUŞAIM ÁLTUŞAD DO DÍA.
18. TIONNTUIŞIM ÉART CUIZ AN TEINÍD,
19. AŞUR TÁIM ŞO FÁRTA.

VIII.—RINN ŞRÁINNE AN BROCÁIN. ARÉIR.

1. CUIR ŞRÁINNE RÍOR POTA (= CORCÁN, CORP) UIRGE.
2. NUAIR BÍ AN T-UIRGE AŞ ŞUIL
3. FUAIR RÍ MIAR MINE.
4. TÓŞ RÍ CLÁIR AN POTA.
5. TÓŞ RÍ CRÁS MINE.

6. LEIṢ rí do'n mín ríolṫaḁ ṫrío a meurṫa irṫeaḁ
'ra' poṫa.

* * * *

7. méaṢṢ rí an mín ṫrío an uirṫe le maíṫe.
8. ĆUIR rí irṫeaḁ cṫás eile aṫur cṫás eile.
9. méaṢṢ rí aṫír é.
10. LEIṢ rí ṫó ṫuit.
11. nuair ḂÍ an bṫocán bṫuitṫe
12. ṫÓṢ rí an poṫa, aṫur
13. LIÓN rí an bṫocán amaḁ ar méir.
14. LEIṢ rí ṫó fuaraḁ.
15. ĆUIR rí an mīar ar an ṫclár.
16. ŚUITḂ na rir ṫarṫ rá'n ṫclár.
17. ṫuṫ Śṫáinne bainne ṫóibṫe (ṫóibḂ), aṫur
18. Ḃ'it ríaḁ a ruiréar (= réirṫe).

IX.—aṫ IMIRT ĆÁRTaI.

1. bÍ ceatṫar aṫainn ann.
2. fuARAṢAR fuirṫeann cáṫa.
3. ŚUITḂEAMAR ríor aṫ clár.
4. LAṢAḂ coinneál ṫúinn.
5. ĆUIREAMAR amaḁ ar ṫcuid aṫṫio.
6. ṫOISIṫEAMAR aṫ imirt.

* * * *

'Sé rin le ríaḁ :—

7. RANN Ḃomnall na cáṫa.
8. Ḃ'IMIR mīre an ṫ-aon Ḃe ríaḁ.

9. CÀR BUAIL éinnead é,
10. Agus fuair mé an cluitche.
11. Óíol an tríúr piginn a' fear damh.
12. D'imreadmar cluitche eile.
13. Suidreamar i gcionn na gcártaí go dtí 'n
deic a élog.

* * * *

14. B'í oét bpiagne deus buainte agam-ra an uair
rin.
15. D'fádamar na cártaí i dtairgíó,
16. Agus d'imtiseamar linn 'na' baile.

X.—RACAIÓ MÉ DO LUIGE.

1. Tá corlaó ag teacht orm, agus mar rin de
 2. RACAIÓ mé do lúige; 'ré rin le ráó:—
 3. buainpíó mé díom mo bpióga.
 4. Déarpíó mé mo cúro uirnaighe.
 5. Laspíó mé mo coinneal.
- * * * *
6. RACAIÓ mé 'un mo feompa leaptá.
 7. buainpíó mé díom mo éóta.
 8. nispíó mé mo lámha.
 9. Seodpíó mé tubáille,
 10. Triomócáíó mé mo lámha.
 11. buainpíó mé díom mo cúro éadaiḡ
- * * * *
12. cuirpíó mé orm mo léine leaptá.

13. RACAIÓ mé irtead 'r'a' leabair.
14. LUIĠFIÓ mé ríor iní an leabair.
15. TARRAINĠEOCÁIÓ mé an t-éadac leaptá
tarrm.
16. SÍNFIÓ mé mé féin go páirta.
17. ASUR RACAIÓ mé do docta.

XI.—DEIRIM URNAIĠTE NA MAIRNE.

1. NUAIR ÉIRIĠIM ar mairne,
 2. DEIRIM mo cúir urnaiĠte, 'ré rin le pád :—
 3. FEACAIM mo ġlúna.
 4. COISREACAIM mé féin.
 5. DEIRIM an páirtir.
 6. DEIRIM a' t-Abbe Máiria.
 7. DEIRIM Ġníomh Creitir.
- * * * *
8. OFFRÁILIM mé féin, ASUR mo cúir Ġníomh do
Óia.
 9. IARRAIM cabair Dé.
 10. DEIRIM páirtir ASUR Abbe Máiria ar anamnaib
na marb.
 11. ĠUIÓIM Ġpáirta Dé fá éoinne mo éapad ASUR
mo óaoine muintearbá.
 12. COISREACAIM mé féin arír.
 13. CRÍOCNUIĠIM mo urnaiĠe.
 14. ÉIRIĠIM in mo íearaib arír.

XII.—*urnaisge an tigearna.*

1. Ar n-*atair* *atá* ar neamh,
 2. *so naomhtar* o'ainm ;
 3. *so otiú* do ríogáét ;
 4. *so ndéantar* do toil ar an talamh
 5. mar *ghítear* ar neamh.
- * * *
6. Ar n-*arán* laeteamail *tabair* dúinn inoiú,
 7. *asur* maiú dúinn ar b'iaí, mar
 8. *maimí* o'ar b'iceamhnaib féin ;
 9. *asur* na léis ríth i scaéugad,
 10. *áet* *saor* ríth o'ile. Amén.

XIII.—*ráite an aingil.*

1. Dia do beata, a mhuir, *atá* lán do ghráta ;
 2. *tá* 'n *tigearna* leat (nó maille leat) ;
 3. *is* beannuighe tú tar na mnáib, *asur*
 4. *is* beannuighe toir do b'onn, *íora*.
- * * *
5. A naom mhuir, a máair Dé,
 6. *suir* o'ainne, na peacais, anoir *asur* ar uair
- ar mbáir. Amén.

XIV.—*τέρómís 'un aiprinn.*

1. *Δια Δομναίς ρεο εϋγανν.*
2. *ÉIRIḡmÍS ḡo luac (nó ḡo moć).*
3. *SIUḲLAMAOIS ḡo tŋtí an tpaen.*
4. *ḡÁḡAMAOIS cloicéada (ticéada).*
5. *ΤΕΡÓMÍS ḡo leitipeannain.*
* * *
6. *ḡÁḡAMAOIS an tpaen.*
7. *SIUḲLAMAOIS ruar an tppáio.*
8. *ḡO SROIĆIMÍO an τ-Ápŋ-Teampall.*
9. *ΤΕΡÓMÍS ipceac ann.*
10. *CROĆAMAOIS ap hataí i náipoe.*
* * *
11. *ḡEACAMAOIS ap nḡlúna.*
12. *COISREACAMAOIS pinn péin.*
13. *ABRAMAOIS ap ḡcuid upnaíḡe.*
14. *ÉISTIMÍS an τ-aippeann.*
15. *ÉISTIMÍS an tpeanmóip.*
16. *ABRAMAOIS na hupnaíḡce beaḡa.*
17. *TIḡIMÍS amać apípt, aḡap*
18. *ḡILLIMÍS 'na' baile.*

XV.—*mar raćainn 'un aiprinn ΔΙΑ Δομναίς.*

1. *Δ'ÉIREOĆAINN ap maioin, aḡap*
2. *ĆUIRPINN píop teime, aḡap*
3. *SḡUABPAINN an teac.*

4. bhuíctínn doinnán préadaí.
5. déanfaínn iad a fíolcud nó a tdomad.
6. cuirfínn ríor an coirpe fá coinne bhaon tae
a déanaí.

* * * *

7. gheobhainn an pota-tae agus cuirfínn uirge
te ann.
8. cuirfínn cúpla rponós tae irteac agus go
leór uirge.
9. cuirfínn an tae amac i mbólaib, agus
10. cuirfínn riúca agus uacdaí air.
11. tiubraínn (= déanfaínn) liom arán, agus
12. gearrfaínn é le ríian.
13. gheobhainn gíota ime agus
14. d'fuirfínn faoi bte (= fúta) é.

* * * *

15. cíoírfáinn mo céann, agus
16. nírfínn m' aghaid.
17. cuirfínn orm mo cúro brós Doimnaí.
18. cuirfínn orm mo cúro éadai, agus
19. raífaínn 'un aifínn.
20. Suirfínn ór coinne na haltóra, agus
21. Déanfaínn mo cúro uirge.

XVI.—nígim an leanb beag.

1. líonaim roiteac le bog-uirge.
2. fágaím an roiteac ríor ar an uirlár.

3. fáḡaim gallúnaḋ aḡur éadaḋ.
4. beirim ar an leaḋb.
5. suiríom ar cátaoir írl leir an leaḋb.
6. sínim an leaḋb ar mo ḡlúin.

* * * *

7. sáitím an leaḋb beaḡ irteaḋ 'ran uirḡe,
8. tóḡaim uirḡe in mo láim aḡur fluḋaim an leaḋb go léir.
9. cuimilim an leaḋb le gallúnaḋ.
10. niḡim an gallúnaḋ de'n leaḋb.
11. tuimaim an leaḋb beaḡ 'ran uirḡe aḡúr.

* * * *

12. tóḡaim an leaḋb ar an uirḡe.
13. croíteaim pé a ceann aḡur a láma.
14. ritíaim an t-uirḡe de.
15. tóḡaim an t-éadaḋ aḡur cuimilim an leaḋb leir.
16. triomuḡim an leaḋb go léir.
17. tá an leaḋb ḡlan, niḡte, aḡur tirim.
18. póḡaim mo leaḋb bán.

XVII—MAR NIḡRINN AN LEAḋB.

Tá mbéaḋ leaḋb le niḡe aḡam.

1. ḡeobaim róra aḡur rpuir.
2. ḡeobaim éadaḋ le n-a triomuḡaḋ.
3. niḡrim a ceann, aḡur

4. Cuirfínn irtead 'ran uirge é, agus

5. nígfínn ríor é.

*

*

*

*

6. Tógfáinn amad ar an uirge é.

7. Tríomócaínn é nuair béad pé nígte.

8. Cuirfínn léine air ann rin.

9. Agus ann rin cuirfínn fáirgceóir air.

10. Cuirfínn air an cúro eile de na ceirteadaib.

11. Cuirfínn cóta nó mainite air, agus

12. Coireócaínn é go galánta.

XVIII.—as bleaḡan bó.

Arís mair le bfuigro, "Goiré mar bliḡeá na ba?"

"Adá," arís bfuigro.

1. Béarfáinn liom canna agus píḡín, agus

2. Raḡáinn amad 'na boitíḡe.

3. D'fuiḡfínn an canna amad ar mo láim.

4. Tógfáinn an rḡól, agus

5. Suiḡfínn air faoi 'n boin.

6. Raḡáinn a bleaḡa ann rin le mo dá láim.

*

*

*

*

7. Nuair béad pí bliḡte aḡam,

8. Béarfáinn an bainne irtead 'un tíḡe.

9. Béarfáinn liom an ríolḡán, agus

10. Déanfáinn an bainne a ríolḡaḡad.

XIX.—ÓRDUGAÐ LE TAÐAIRT DO SEAGÁN.

1. ÉIRIĞEADÓ Seagán ar maidin.
2. CUIREADÓ ré ar a cúro éadaig.
3. FAĞADÓ ré a bpeacparta.
4. GLACAADÓ ré bata i n-a láim.
5. SĞAOILEADÓ ré amac Maoilig.
6. TIOMÁINEADÓ ré 'un donaig i.
* * * *
7. DÍOLAADÓ ré i.
8. MÁ'S FÉIDIR leir é,
9. NÁ GLACAADÓ ré níor luğa uirri 'ná deic
bpúnta, áct
10. NÁ FILLEADÓ ré 'na' baile leiri
11. MÁ ĞEIB ré an méir rin.
* * *
12. CEANNUIGEADÓ ré mála min buirde
13. AĞUR málin plúir.
14. CUIREADÓ ré an min ar éarpt íaroi Ğriğte,
15. AĞUR BÍODÓ ré 'ra baile poim an oiróce.

XX.—MAR DEANTAR CONNRADÓ AR AN DONAC.

1. BEIRTEAR amac bó mócuir.
2. TIOMÁINTEAR go cúpamac i.
3. SIUBÁLTAR go rocar léite.
4. SROIĆTEAR an t-donac pá meadóh-lae.
5. CEAPTAR an bó irteac i lár an donaig.
* * *
6. MÁ IARRTAR píce púnta ar an boin,

7. TAIRGTEAR cúig púnta deus uirru.
8. Ann rin SGOLTCÉAR an deitbhr.
9. buailTEAR bapa air, agus
10. DÉANTAR connradó de.
11. DÍOLTAR ar an mboin, agus
12. ÓLTAR deoch mar gheall ar an gconnradó.

XXI.—bAISTEADÓ.

1. ADEIR seaḡán liom—
2. SO RUḡ bean Concóbar páirde oirde Dia
hAoine a éuaíó tairt.
3. SO RAIB bairtead i tuis Concóbar Dia
Domnaig.
4. SUR b' iad Seumas Ó Cuinn agus Sráinne
Nic Aodá a bí mar Cáirdeara Cúirt ann.
5. SO nDEACAIÓ ríad féin agus Concóbar
amae leir an páirde.
6. SUR bAISTEADÓ é ag an tuis pobuil.
* * * *
7. Sarúr a bí ann, agus
8. bAISTEADÓ Tadó air mar ainm.
9. 'Sé rin ainm a aear mór.
* * * *
10. ADEIR Seaḡán so raib cruinnuḡadó mór ag
an bairtead.
11. SO nDEARNADÓ flead mór oirde, agus
12. SUR iḡ ríad, agus
13. SUR ÓL ríad a ráit.

14. Go RAIB ríad as gabáil ceoil, agus
15. As déanamh spinne go dtí an meadóin-oisíce,
16. Agus go n'OEACAIÓ ríad 'na' baile go meir-
neac.

XXII.—BAISTEADÓ leinb.

1. CUAIÓ mé féin agus Máire le leinb go dtí
an treipéal.
2. CUIREADÓ fá b'éin an trasairt
3. ÉAIMIS an trasairt.
4. O'FIAFRUIG ré óinn an garúr nó gippreac a
bí agaimn.
5. DUÐAIRT rinn gur gippreac a bí linn.
6. O'FIAFRUIG ré an t-ainm.
7. DUÐAIRT rinn Caitlín.
* * *
8. FUAIR ré ola agus uirge, agus
9. LAS ré coinneal.
10. CEISTIÚG ré an leinb.
11. TUGAMAR fpeaspa ar pon an leinb.
12. LÉIS ré oisig an bairtíó i Laitin.
13. TUG ré Caitlín map ainm ar an leinb.
14. CUIR ré ola ar an leinb.
15. DÓIRT ré uirge ar a céann.
* * *
16. Agus DUÐAIRT ré
17. BAISTOIM tú i n-ainm an Achar agus an Mhic
agus an Spioraid Naoimh.

18. CUIR rinn ar n-ainmneacha i leabhar,
19. Agus tÁinig rinn 'na' baile.

XXIII.—pÓSAÓ.

Coicéigir ó roim.

1. BÍ ronn póрта ar pheadar mór.
2. D'ÍARR ré a iníean ar Conall bairde.
3. TUG Conall a iníean dó.
4. Rinneadó cleamnap eatorra.
5. GEALL Conall ré cinn éalaig mar rppé le
n-a iníen.
6. BÍ pheadar páirta leir rin.

*

*

*

*

mar rin de

7. CRUINNIG ríad bainir mór.
8. CUARÓ ríad go dtí an tíg pobuil Dia Dom-
naig.
9. pÓSAÓ íad.
10. D'FILL ríad 'na' baile arís.

*

*

*

*

11. BÍ tinnéir galánta péir (nó ullam) pá n-a
scoinne.

12. D'ÍT ríad agus d'ól ríad a páit.

*

*

*

*

13. BÍ an píobaire mór i láthair.

14. TÓISIG ríad a' damprad,

15. Agus as gabáil ceoil.

16. BÍ a lán grinn dea.

17. D'fáil ríad ann rin go dtí 'n máistir.

XXIV.—FAIRE AGUS TÓRRADÓ.

An tseachtain ro chuair éar.

1. FUAIR TOIRDEALBÁC t'uaicil bár.

2. CRUINNIS na comurpana irteac an oirde
rin, agus

3. BÍ faire ann go maistir.

4. CAIT ríad tobac.

5. D'ól ríad tae

6. DUDBAIRT ríad an paitirín páirteac.

*

*

*

*

7. Lá ar n-a bárac t'áimis t'eam eile.

8. SUIT ríad ag faire an oirde rin arís.

9. Ar an oirde BÍ tórrad ann.

10. CUIREADÓ TOIRDEALBÁC irteac 'ra' comra.

11. DRUIDEADÓ ríor an clár air.

12. D'iomcuir na comurpana an coppán go dtí
an poilis

13. t'áimis an ragar.

14. DUBAIRT ré na paitreaca.

15. beannuis ré an éré.

16. CUIREADÓ an comra 'ran uais.

17. CUIREADÓ an éreafós air, agus

18. b'é rin seirad t'oirdealbai ar an traogal
reo.

XXV.—ΤΕΙΡΟΜΙΣ ΣΟ ΟΤΙ ΑΝ Τ-ΟΙΡΕΔΕΤΑΣ.

Ἀρρα Concoðar liom féin :—

1. ΤΕΙΡΟΜΙΣ ΣΟ ΟΤΙ ΑΝ Τ-ΟΙΡΕΔΕΤΑΡ,
2. 'Sé rin le ráð :—
3. ΕΙΡΙΣΜΙΣ ΣΟ ΙΥΑΕ (νό ΣΟ ΜΟΕ).
4. ΣΙΥΒΛΑΜΔΟΙΣ ΣΟ ΡΟΡΤ ΑΝ ΒΟΤΑΙΡ ΙΑΡΔΙΝΝ.
5. CEANNUIΣΜΙΣ CLOICEADA.
6. ΤΕΙΡΟΜΙΣ ΑΡ ΑΝ ΤΡΑΕΝ.

* * * *

7. ΒΙΟΘ ΤΟΙΤ ΑΣΔΙΝΝ 'ΡΑ' ΤΡΑΕΝ,
8. ΑΣΥΡ ΒΙΜΙΣ ΣΟ ΡΑΡΤΑ ΣΟ ΟΤΙ ΣΟ
9. ΣΡΟΙCΦΙΜΙΘ ΒΑΙΛΕ-ΔΕΤΑ-CΛΙΑΕ.
10. ΤΥΙΡΛΙΝΣΙΜΙΣ ΑΣ ΣΡΑΙΘ ΔΜΙΕΝ.
11. ΒΙΟΘ ΒΕΙΛΕ ΒΙΘ ΑΣΔΙΝΝ.

* * * *

12. ΟΙΛΑΜΔΟΙΣ ΣΛΟΙΝΕ ΛΕΑΝΝΑ.
13. ΣΙΥΒΛΑΜΔΟΙΣ ΛΙΝΝ ΣΟ ΟΤΙ 'Ν ΡΟΤΥΝΘΑ,
14. ΑΣΥΡ ΡΕΙCΙΜΙΣ ΑΝ Τ-ΟΙΡΕΔΕΤΑΡ.

XXVI.—ΤΕΙΡΟΜΙΘ ΣΟ ΟΤΙ ΑΝ Τ-ΑΜΑΡCΛΑΝΝ.

1. ΑΡΣΑ ΜΑΙΡΕ ΛΙΟΜ ΦΕΙΝ :
2. ΤΕΙΡΟΜΙΣ ΣΟ ΟΤΙ ΑΝ Τ-ΑΜΑΡCΛΑΝΝ.
3. ΑΡΣΑ ΜΙΡΕ, ΤΑΙΜ ΡΑΡΤΑ. ΜΑΡ ΡΙΝ ΘΕ,
4. CΟΙΡΙΣΜΙΘ ΡΙΝΝ ΦΕΙΝ.

5. CUIRIMÍD oirínn ar hataí agus ar gcótaí.
6. FÁGAMDOID an teac.
* * * *
7. SIUBLAMDOID ríor an ttráí.
8. TÉIOMÍD ar an gcarbad éitcéionn.
9. SROICÉAMDOID an éatair.
10. TUIRLINGMÍD ó'n éarbad.
11. CEANNUIGMÍD cloíceada.
12. SIUBLAMDOID irteac 'ran amairclann.
* * * *
13. SUIOMÍD ríor ar fuitheacán.
14. ÉISTIMÍD leir an gceól.
15. FEUCAMDOID ar an ttráma.
16. ŠNÍMÍD gáire leir an ngréann.
17. AGUS nuair ATÁ an ttráma críochnuigte
18. FÁGAMDOID an t-amairclann, agus
19. FILLIMÍD 'na' baile.

XXVII.—RACÁINN AS IASGAIREACHT.

1. Tráic bÍOS in mo brian óg.
2. BÍNN AS feiteam le lá pluic
3. A DÉANFAD tuile inr an abainn.
4. ŠO RACÁINN AS iarsgaireacַ, 'ré rin le ráb :
5. ŠEIBINN PLAT iarsgaireacַta agus doiruga.
6. CEANGLAINN dá búbán ar an doiruga.
* * * *
7. CUARTUIGINN cuiteoga (nó cnuíma) mar
baolte.

8. Cuirinn cuitheas ar gac dubán.
9. Céiréadó Seagán Coirdealbais liom as
iartharad.
10. Céirómís go dtí an abainn.
11. Seasamais ar bpuac na hainne.
12. Caidimís na dubáin irteac 'ran uirge.
* * * *
13. Tigeadó breac as coisne na gcumh.
14. Moctuisinn an breac as tarraint ar an
doru.
15. Tarrainninn an tlat.
16. Tógainn an breac amac ar an mbpuac.
17. Cuirinn an breac ar gac.
18. Nuair b'éad lán gair breac gairte asam
19. O'filleann 'na' baile.

XXVIII.—as buaint seamrós. tráthóna dia sacharn.

1. Gluais mé féin ir mo céile as buaint ream-
rós.
2. Siublamar linn gur capad dúinn páire
glar.
3. Cuadomar irteac innti.
4. Cuartigeamar reamrós.
5. Bíodas as fár go tiug.
6. Buameamar beart aca.
* * * *
7. O'filleamar 'na' baile anir.

8. DO BÍOCAMAR (nó togamar) na reamrósá
a b'féarr.
9. CUIREAMAR i mbocraibh iad.
10. CLÚDAIĠEAMAR na bocraí le páipéar.
11. SGRÍOBHAMAR reolað ar śac ceann aca.
12. RUĠAMAR śo dtí tigh an púirt iad.
* * * *
13. CUIREAMAR na bocraí tar leár śo dtí
cáirte pá coinne lá féile pádraig.
14. ŚROICĠADHAR na cáirte rin śan móil.

XXIX.—AS DUL AS OBHAR (1).

1. ÉIRIĠEANN Seagán ar maidin.
2. CUIREANN ré air a cúro éadaiġ.
3. DEIR ré a cúro uirnaighe.
4. IĠEANN ré a b'eadcapartha.
5. BEIREANN ré leir rpáir (nó rian).
6. TÉIŢEANN ré śo dtí Seumar Mór as obhar.
* * * *
7. ŐRDUIĠEANN Seumar dó dul a buaint
préataí.
8. SIUBHLANN ré śo dtí an cuib'heann (nó ġorġ).
9. BUAMEANN ré préataí riġ an lae.
10. ŚHÍ ré an puo ceudna an darna lá.
11. ŚHÍ ré an puo ceudna ar feadh reáctmáine.
* * * *
12. I n-a d'iair rin CUIREANN Seumar é as cóir-
iugadh an tigh.

13. CÓIRIĠEANN ré an teac, aġur
14. buaileann ré ariġar, aġur
15. buaileann ré mairtreað.
16. Ġnġí ré móran timġireacġta rá'n tiġ.

XXX.—Aġ Duġ Aġ Obair (2).

1. TÁ máire 'na cailín aimpire.
 2. ÉIRIĠEANN rġ ar maidin ġo luac (nó ġo moġ)
 3. CUIREANN rġ rġor teime.
 4. Ġnġí rġ an breacparġta.
 5. niġeann rġ na roġtiġe, aġur
 6. ġlanann rġ an teac.
- * * * *
7. buġeann rġ na ba.
 8. ġġaoileann rġ na ba amac 'na páirce.
 9. Tuġann rġ bainne do na ġainnaib.
 10. Tuġann rġ a ġcuro bíð do na mucasib aġur
do na ceapcasib.
 11. beireann rġ irġeac uirġe aġur móin.
 12. CUIREANN rġ tuilleac móna ar an teimð.
- * * * *
13. DÉANNANN rġ an oinnéir.
 14. ġlanann rġ an clár aġur an teac ariġ.
 15. ġġuabann rġ an teac.
 16. buaileann rġ mairtreað, aġur
 17. TÓġANN rġ an t-im.
 18. nuair bíos ġac uile ruð déanta aici

XXXII.—AS sealgaimeacht.

1 mbárad.

1. RAČAÍŮ na daoine uairle as realgaimeacht,
ré rin le ráđ :—
 2. BÉARFAÍŮ ríad leó a ngunnaí.
 3. CUIRFÍŮ ríad púdar asur min-piléirí ionnta.
 4. SGAIRTFÍŮ ríad an a nsaóraib.
 5. BÉARFAÍŮ ríad leó a ngiollaí, asur
 6. SIUBALFAÍŮ ríad 'un trléibe.
- * * * *
7. MÁ CASTAR ceapca fpaoid oipa,
 8. SGAOILFÍŮ ríad na gunnaí leó.
 9. mUIRBÍŮ ríad cuir aca.
 10. IMČEOČAÍŮ na saóair, asur
 11. IOMČUIREOČAÍŮ ríad na ceapca marba so
otí na realgaipí.
- * * * *
12. SIUBALFAÍŮ na realgaipí leó gíota eile.
 13. EIREOČAÍŮ gearrfaíŮ.
 14. LAMÓČAÍŮ fear aca an gearrfaíŮ.
 15. RAČAÍŮ maoad fá n-a déin.
- * * * *
16. DÉANFAÍŮ ríad amlaíŮ rit an lae.
 17. FILLFÍŮ ríad 'na' baile tračnóna.
 18. BÉÍŮ tuipre móp oipa.
 19. RAČAÍŮ ríad do luige.
 20. COOLÓČAÍŮ ríad so ráim so maidin.

XXXIII.—CÚADOMAR 'UN AONAIĞ.

1. ARSA máire liom péin :
 2. RAĊAMAOIO 'UN AONAIĞ.
 3. TÁIM páirta, agra mairé ; mar rin de—
 4. GLÉASAMAR rinn péin.
 5. UĞMUIĞEADÓ an capall goim.
 6. CUIREADÓ 'ra' éarr é.
 7. CÚADOMAR ar an gcarr.
- * * * *
8. TÁIMIS an buacail linn as tiomáint.
 9. BUAIL pé an capall leir an lars.
 10. D'ÉIRIĞ an capall i n-áirde, agus D'IMTÍĞ
leir ar coranáirde.
 11. COISĞ an buacail é leir an rrian.
 12. ŠOCRUIĞ an capall ar rodar.
- * * * *
13. TRIALLAMAR linn go tci go rabamar as
tiğ Špáinne ní Ćiapáin.
 14. TEAC órda IS EADÓ teac Špáinne.
 15. TUURLINGEAMAR ó'n gcarr.
 16. BUAILIAMAR irteac 'un tiğe.
 17. ŠĞAIRTEAS ar ċrí ġloinib biotáille.
 18. D'ÓLAMAR an biotáille.
 19. D'ÓLAS ar a ron.
 20. CÚADOMAR ar an gcarr arir.
 21. TIOMÁINEAMAR linn 'un aonaiğ.

XXXIV.—DÍOL SEUMAS A CUIR EALLAIG AR DONAC MÍN-A'-LEICE.

DIA CÉADAOINE REO CUIR D'ART.

1. TUG Seumas leir ceitiré bulóga agus beapac
go haonac mín-a'-leice.
 2. CASAD ceannairde air as 'ul irteac 'un
aonag dó.
 3. D'FIARUIG ré de Seumas cá meud a bí ré
d'iarrad air an eallac.
 4. D'IARR Seumas naoi bpunta an ceann orra.
 5. TAIRS an ceannairde reacht bpunta 'ra' deic
a' ceann do orra.
 6. CÁ GLACFAD Seumas an meud a bí an
ceannairde a tairsrint dó.
- * * * *
7. AET DUÐAIRT ré go rsoiltead ré an deicbir
a bí eatorra.
 8. TUG an ceannairde irteac go mbéad ríad
aige air an airgead rin.
 9. AGUS TUG ré punta éaplair dó.
 10. CUIR ríad an t-eallac irteac i bpóna.
 11. DÍOL an ceannairde Seumas air ron a cuir
eallag.
 12. TUG Seumas leatc'róin air air dó ar 'ac don
ceann aca.
 13. D'ÓL ríad leat-glóine uirge beata 'ac don
duine aca, agus
 14. D'IMTIG ríad 'na' baile.

XXXV.—an spealaíodóir.

Intro.

1. D'ÁRDUIG Mícheál a rpeal ar a gualainn.
2. D'iomtúig ré ríor an míotúin (nó an leuna, nó an móinféar).
3. DO LEAG ré an rpeal dá gualainn.
4. RUIG ré ar an cloic rpeile.
5. DO CUIR re faobair ar an rpeil.
6. AGUR DO TOISIG ré a' buaint.
- * * * *
7. DO BUAIM ré rrait ó claióe go claióe.
8. DO DÍRIG ré a dhuim.
9. DO SIUBAIL ré ar air.
10. DO TOISIG ré ar buaint air.
11. DO BUAIL ré nead beac leir an rpeil.
- * * * *
12. D'EIRIG na beaca.
13. D'EITILL ríad tairt timéioill air.
14. DO CUIR ceann sca dealg (nó gat, nó colg) ann.
15. DO CUIR ríad tóir air.
15. DO TEIT Mícheál, AGUR
16. D'iomtúig ré leir 'na' baile.

XXXVI.—CUIR TOIRDEALBÁC A CUIO GABÁISTE
DIA HAoine SO CUIO TART—

1. CEANNUIG TOIRDEALBÁC ceitíre ceuo
plannoa gabáirde ar an margaó.
2. D'IOMCUIR ré 'na' baile ar a dhuim iad, AGUR
lá ar n-a báraó—

3. ROMAR ré an garrda ó cúinne go cúinne.
4. BRIS ré an itip le cúl a páine.
5. BUAIN ré puill inr an itip leaétpois ar
doimne.
6. D'FÁS ré dá épois eitip na pollaib.
* * * *
7. CUIR ré gar gabáirde in gac poll.
8. D'iomCUIR ré aoileac o'n éapn aoiliş,
9. AGUR CUIR ré lán gairle d' aoileac le gac
gar.
10. CLÚDAIS ré cor gac gar le cmaib.
11. BRÚIS ré an ére rior fá'n gar.
12. SEASAIM ré ar an gcmaib le n-a dá coir
sur daingniş ré i.
* * * *
13. FUAIR ré roiteac uirge,
14. AGUR DÓIRT ré rteall uirge ar gac gar.
15. mÍNIS ré an itip arir.
16. IS mar rin a CUIR Toirdealbac a cuir
gabáirde.

XXXVII.—mise agus mo buacail.

1. ÉIRIŞIM ar maidin.
2. IARRAIM cabair Dé.
3. NIŞIM mo lámh agus m'agairb.
4. SGAIRTIM ar mo maob.
5. MUSGLAIM an buacail ainripe.
6. TÉIOMÍO amac i gcuirdeact a céile.
* * * *
7. TABRAMAOIO féar do na ba.

8. ΤΑΥΡΑΜΑΟΙΩ πέαρ αἷγυρ ἀρῶαρ το na capallaib.
9. ΙΟΜΩΡΑΜΑΟΙΩ uirge το na beatacaib go léir.
10. ΤΩΑΝΑΜΑΟΙΩ ἀρ imbreacparca.
11. υἱῆμυἱῆμῖΩ na capall,
12. Αἷγυρ CUIRIMῖΩ 'ra' treirpiz iao (nó 'ra' ceuēt).
13. ΤΟΙΣΙῆμῖΩ αἷγ treabao.
14. ΤΡΕΑΒΑΜΑΟΙΩ linn go totí 'n oioche.
15. CΑΙΤῖμῖΩ an lá αἷγ obair αἷγυρ αἷγ ἡαῖail ceoil.
16. ΠΙΛΛῖμῖΩ 'na' baile traethóna.
17. CΟΥΛΑΜΑΟΙΩ go rámh 'ran oioche.

XXXVIII.—Αἷγ ρυαῖail cnaipe. ARÉIR.

1. CUIAῖΩ mé irteaē in mo feompa leapta.
2. RUḖ mé liom mo eapóḡ ōomnaiz.
3. TÁMḤ mé i bfuir go totí an teine.
4. TO LAS mé an coinneal.
5. TO SUIῖΩ mé ἀρ ptoil coir na teineao.
6. Αἷγυρ το ōEARRḖ mé mo píopa.

* * * *

7. ΡΥΑΙR mé pnaē αἷγυρ pnaēao.
8. ΡΥΑΙR mé cnaipe in mo póca.
9. TΟΙSḤ mé α ρυαῖail, 'pé rin le ráo:—

10. CUIR mé an rnáť tńńo tńńo na rńáťańoe.
11. Ćar mé an rńáť.
12. DO leať mé an Ćaróś ar mo ślńń.
- * * *
13. DO śOCRUİś mé an Ćnańpe ar an éaťať.
14. DO śÁİť mé an tńńáťať anńor tńńo ńoll.
15. DO śÁİť mé an tńńáťať ńńor tńńo ńoll eńle.
16. D'ĤÁİś mé an rńáť.
17. Rİńń' mé an ńuť Ćeűťna ńńĉe uarń.
18. DO tOCRUİś mé an rńáť Ćarť ńá'ń Ćnańpe.
19. CUIR mé ńańc no tó 'ńan éaťať,
20. Aśur do śEARR mé an rńáť.

XXXIX.—AN TÓİś le UİťR DO śĤRİOĤAť.

TÁ Ĥ-ĤARRĤAť ōuńe orń UİťR DO rĤRİOĤAť ĆAť DO ōÉAńĤańń?

1. śEOĤAńń ńáńpéar, ńeann aśur ōuť.
2. ĤARRAńśEOĤAńń mo Ćaťaťń 'na' Ćlárń.
3. D'ĤOSĤŁOĤAńń an ńáńpéar.
4. leaťĤańń amať é.
5. ĤuńĤańń an ńeann Ĥńr an ōuť.
6. ĆEİSTEĤOĤAńń an ńeap Ćaťé Ćeapŋuİś uarť.
- * * *
7. tOİśEOĤAńń ar rĤRİOĤAť, aśur
8. śĤRİOĤĤAńń uom
9. śÓ śĤRİOĤĤOĤAńń an UİťR.
10. ĤRİOMĤOĤAńń le ńáńpéar ńuİśťe Ĥ.

11. Cúimhíllfínn an litir, aḡur
12. Cuirfínn i gcumhad é.
- * * *
13. Óruíodfínn an cumhad, aḡur
14. Sgríobfaínn an reolad air.
15. Béarfáínn an litir do'n fear.
16. Glanfaínn mo péann, aḡur
17. O'fúisfínn na ruad i dtairgíó airí.

XL.—CUIRIM PRÉATAÍ.

1. Romraím an talamh a' ceud uair (= ar tóir).
2. Nuair a bíor an talamh romhairte (= romarta).
3. Fuirsigim an talamh.
4. Beirim liom dophu aḡur rpaio (= rán).
5. Déanaim iomairí.
6. Nuair atá na hiomairí deanta
7. Sḡairtím ar an scaibeálairde.
8. Tis an caibeálairde leir na rḡoilteáin (= rḡoilteánaib).
- * * *
9. Déanaim puill leir a' rpaio.
10. Fáḡaim leatiríois eirí gac don poll.
11. Déanaim poll úr aḡur
12. Caitím an éreafós ar an rḡoilteán atá 'ra' poll eile.
- * * *
13. Nuair a bíor iomairíe curta aḡam
14. Téitím ar air air aḡur ḡnám an éreafós comérom leir a' rpaio (rán).

15. CUIRIM an caibeálaidhe a coinne tuilid
rṡoilteán.
16. CUIRIM an cuibheann uilig mar rin.

XLI.—MAR BUAINFINN PRÉATAÍ.

1. RAČAINN amac ar maidin.
2. BÉARFAINN liom rpáto (nó rán).
3. BÉARFAINN liom bairgέατα agur cliab.
4. RAČAINN amac 'ra' cuibheann (= ṡort).
5. RAČAINN ṡo bun iomairpe.
6. BUAINFINN preab, agur
7. ČIONNTÓČAINN amac na préataí.

*

*

*

*

8. mur (muna) mbéatō táiteoir agam,
9. ČAITČINN na préataí ar uactar leir a' rpáto.
10. nuair a čiocpatō an táiteoir,
11. ČÓṡṡatō ré na préataí irteač i mbairgέατο.
12. nuair a béatō an bairgέατο lán
13. ČUIRFEATō ré i ṡcliab iatō.

*

*

*

*

14. nuair a béatō an cliab lán
15. RAČAINN agur BÉANFAINN poll,
16. agur ČUIRFINN na préataí 'ra' poll.
17. nuair a čiocpatō an tpačtnóna
18. BUAINFINN rṡpáta, agur
19. ČUIRFINN na rṡpáta ar na préataib.
20. ČUMTÓČAINN an poll le cpeapóis.

XLII.—*ċreabúis seagán an páirc mór. i mbliadna.*

1. *Ċuair seagan i comhroinn le páirí beag as
creabaó ar feaó an Earraig.*
2. *Ċus ré leir a' treirpeac (nó an ceuct) go
oti 'n ceapóca.*
3. *Sur ċuir an gaba oóis uirri.*
4. *O'Éirig ré go luat ar maidin, asur*
5. *Ċuair ré a coinne beacais páirí bis.*
6. *Ċuir an ugaím ar na beacóib.*
- * * * *
7. *Ċuair ré amac 'na' cuibinn leó, asur*
8. *Ċuir 'ra' treirrig isó.*
9. *ċreabúis ré fótó ó bun go barr na páirce.*
10. *ċreabúis ré fótó eile ó barr go bun.*
11. *ċreabúis ré iomair asur iomair eile.*
12. *ċreabúis ré an páirc go leir.*
- * * * *
13. *nuair a bí an páirc treabhte aise*
14. *O'fuirsig ré i, asur*
15. *Ċuir ré eorua innti, asur*
16. *Tá barr maic eorua innti anoir.*

XLIII.—*buaíl uilliam a ċuó coirce. inóe.*

1. *Ċuir uilliam cruac coirce i na rgioból.*
2. *ċoisig ré féin asur a buacail aimirne a'
buaiaó na coirce.*

3. CUIR ríad clár buailte ar uirlár a' ríobóil.
4. SÓCRUIĜ ríad ropóĝ ar an clár buailte.
5. FUAIR 'ac don fear aca rúirte.
* * * *
6. RUĜ ríad ġreim ar na lámépannaib.
7. ŠEASAIM ríad ór coinne a céile, aġur an
tropóĝ eatorra.
8. ĤUĜ ríad na rúirtí ċart ċara n-a ġceannaib.
9. BUAİL ríad 'ac' don darna buille ġo ríab an
tropóĝ buailte.
10. ĤÓĜ ríad an cočán, aġur
11. D'FÁĜ an coirce 'na luġe ar an uirlár.
12. RINN' ríad batalla de'n cočán.
* * * *
13. Aġur RIDEÁLUĜ ríad an coirce.
14. ČAČAIĜ (=ġlan) ríad an coirce.
15. CUIR ríad an coirce i málaib,
16. Aġur ĤUĜ 'na' mullinn é.
17. RINN' an muillteóir a m'eilt 'na mín.

XLIV.—BUAINTE MÓNA.

Ģoróe mar buaineadó muintear ūrġe a ġcuro móna.

1. LOMADÓ ríad (nó ġLANADÓ ríad) an portac
ar dtúr.
2. ĢLANADÓ ríad an dā bačta r' aca féin.
3. ČRUINIĜEADÓ ríad tŕí nó ceirpe rir aġur
an tŕiúr buáčail r' aca féin.

4. **ḡeibeadó** ríad tóá ríleagán aḡur ceitpe
barraí.
5. **ṡéiróeadó** tríúr fear cúis 'ac don ríleagán.
6. **ṡéiróeadó** fear i ḡceann an tríleagáin aḡur
fear 'ra' bpoll aḡur fear i ḡceann na
mbarraí.
- * * ■ *
7. **buaíneadó** ríad leó ḡo ham tóinneipe,
8. Aḡur ó am tóinneipe ḡo horóce
9. Nuair a bíod an móin buainte aca
10. **ṡéiróeadó** na cailíní 'na' póirtaig, aḡur
11. **spréiróeadó** ríad an móin ar na baétaib.
12. **ṡionntuigeadó** ríad i lá eile.
- * * * *
13. Lá eile cúireadó ríad i ḡcróigeánaib í, aḡur
14. **tóeanadó** ríad earcróigeána tóí.
15. **cúireadó** ríad na fóito móna i ḡclampaib,
aḡur
16. **ṡaḡbraó** ríad leó beaṡaig iḡ carṡaca aḡur
ṡarṡainḡeadó ríad leó 'na' baile iad.

XLV.—aḡ iasḡaireadó.

A máipe, ḡoitó mar tóeanadó t'acair iasḡaireadó?

1. Ba ḡnáṡac leir beic aḡ iasḡaireadó 'ac don
traṡpaó.
2. **ṡéiróeadó** ré 'un buin bíg aḡur ceadn-
nuigeadó ré tópnán cnáibe ḡo ḡcácaíl-
eadó ré an báó.
3. **ḡeibeadó** ré beagán de ṡárr fuaip.

4. Beireadh ré anall é agus cuireadh ré ríor
teine agus bfuilleadh ré é i bpota.
5. Cuireadh ré rgeala fá coinne rairi báo go
scuirfeadh ré dóig ar an báo.
- * * * *
6. Nuair a bfuadh dóig ar an báo cuireadh ré
amae 'ra' traocadh é.
7. Cruinniúadh ré a cuio compádaí le toul
as iarfgaireacht leir.
8. Céirfeadh ríao 'na' trága agus seirfeadh
ríao rliogáin duba agus dórnán rluagá.
9. I n-amannaiú seirfeadh ríao dórnán earcon.
10. I n-amannaiú eile seirfeadh ríao beagán
parián.
- * * * *
11. Fá coinne a scailte eairt 'ran fairrge.
12. Fá coinne an t-iaras a cruinniúadh eairt
fá'n báo.
13. Calteadh ríao amae an ruaim agus a' baioite.
14. Seirfeadh ríao balláin agus garbána.
15. Seirfeadh 'ae' don tuine cúpla tuirín 'ra' lá.

XLVI.—AS IASGAIREACHT SGADÁN. ARÉIR.

1. Cuaidh fupieann báio amae as iarfgaireacht
rsgadán.
2. Bí cúigeair aca ann.

3. LEAS RÍAD A N-EANGAÇA 'RAN FAIRRGE.
4. SO NDEACÁID NA RGAÓIN IONNCA.
5. GAÐAÐ NA RGAÓIN INP NA DULAIÐ.
6. TARRAINN NA HIARGAIRÍ IRTEAC NA H-EANGAÇA.
7. SUP ÐUAIN RÍAD NA RGAÓIN ARTA.

* * * *

8. TEILS RÍAD NA RGAÓIN I ÐÓÓIN AN BÁID.
9. CUIR RÍAD NA H-EANGAÇA AMAÇ APÍR.
10. SO RUSS RÍAD AP TUILLEAÐ RGAÓIN.
11. RINN' RÍAD AN PUO CEUTONA APÍR AGUR APÍR
12. SO RAIÐ AN BÁD LIONTA LE RGAÓIN (RGAÓIN-
AIÐ).

* * * *

13. Ð'ÍOMAIR RÍAD SÓ ÐÍ AN CALAÐÐOPT.
14. STIÚRUISS RÍAD AN BÁD 'NA CÉIDÉ.
15. CEANGAIL RÍAD AN BÁD ÐO'N CÉID.
16. ÐÍOL RÍAD AN LAPTA RGAÓIN LE CEANNAIDÉ
RGAÓIN
17. AP CUIS RGIILLINGE A LÁN CLÉIDÉ.
18. TUS RÍAD LEÓ CLIAÐ.
19. TÓMÁIS RÍAD NA RGAÓIN LÉITE, AGUR
20. Ð'ÍOMCUIR RÍAD NA RGAÓIN AP TÍP INP AN
SCLIAÐ.

XLVII.—AS SAILLEAÐ SGAÓIN.

An Samplað ro cuaid tapt.

1. CEANNUISS Seumar Mac Suibne píce LAPTA
RGAÓIN.

2. CRUINNÍĜ ré meiteal ban le n-a nglanað
 aġur a pailleað.

3. FUDAIR ré ceud baiuille.

4. CEANNUÍĜ ré òá tonna palainn.

5. CUIREAO na baiuilli aġur an palann ríor 'na'
 éalaid.

6. CUADÓ na mná ríor fóp.

*

*

*

*

7. BÍ rġiana leó.

8. CROM ríao ar ġlanað na rġadán.

9. ĜEARR ríao a rġórnéa aġur bain na putóġa
 arta.

10. CUIMIL ríao palann orra.

11. ĜLÉAS ríao irteac i mbaiuillið iao i n-a
 rraiteib.

12. CROIT ríao ġearr-cuid palainn ór cionn ġac
 rraite.

13. LEAN ríao de rin ġo raib na baiuilli líonta.

*

*

*

*

14. ÉÁINÍĜ an raor baiuille ġur CUIR ré an
 clár ar ġac baiuille.

15. FÁĜAO na baiuilli mar rin ġO RAD na
 rġadán ġuirte railte, aġur

16. CUIREAO tar lear iao ġo otí an Ĝearmáin
 aġur ġo hámepioca.

XLVIII.—TÓGṬAR TEAC.

1. GLANTAR amac áit an tige.
2. CRUINNIGTEAR clocha.
3. DÓIGTEAR dol.
4. TARRAINGTEAR gainimh.
5. MEASGṬAR an t-dol leir an ngainimh.
* * * *
6. CUIRTEAR fá dhéin raon gcloca.
7. CUMṬAR na ballaí.
8. TÓGṬAR na ballaí uile.
9. DÉANTAR fuinneoga agus doirre,
10. AGUS CUIRTEAR irteac iad.
* * * *
11. CUIRTEAR irteac locta (táilleós).
12. GEIBTEAR fála agus cleata.
13. BUAINTEAR rṣnáta.
14. CUIRTEAR ceann ar an tigh.
15. CUIRTEAR fíor ar tuisgeoir,
16. AGUS GLÉASTAR cionn an tige le tuisge.
17. IS amhlaid TÓGṬAR teac.

XLIX.—CUIRTEÁIL STOCARDE (A).

Ṣoiré mar dhéanfa péire rtocharde?

1. LOMÓCÁINN (nó lomfáinn) na caoiris ar
túr.
2. DHEIRFINN liom an olann agus nígfinn í.
3. D'FUIGFINN amuis i go dtuomócad ri.

4. nuair b'éadó rí tírín
5. p'ioctáinn (nó dealdócainn) an olann gairb
ar an olann mín.
6. b'éarfaínn liom í, agus
7. cuirfínn ola mílir uirthi.

*

*

*

*

8. b'éarfaínn liom í, agus
9. d'éanfaínn pollógá d'í.
10. b'éarfaínn liom an túinne annsin, agus
11. cuirfínn ruar í.
12. sníomfaínn liom go mb'éadó lán fear-
raide de'n trínáit tuar.

*

*

*

*

13. buaifínn anuair ó'n fearraide é,
14. agus cuirfínn ruar ar cipín eile é.
15. go dtí go nd'éanfaínn ruar i n-a ceiptelín é.

L.—Cníteáil stocairde (b).

1. g'eobáinn na dealgán ann sin.
2. cuirfínn ruar béal pá coinne giorán a
deanao.
3. cuirfínn ruar oét lúb ir píce ar 'ad don
dealgán.
4. 'A mb'éadó (= dá mb'éadó) an rínáit caol,
5. 'A mb'éadó an rínáit fearmaí.

6. **ṪÉANFAD** ceitpe lúb ip ríce an gnaite
(= gnó).

* * * *

7. **ṪÉANFAMH** dá lúb fleanáin agur lúb
tionntuigte.

8. **ḐNTEÁILFINN** liom ann rin go tóí go
mbéad ré ag an trál.

9. **ṪÓGFAMH** an trál.

10. **ṪÉANFAMH** leat-ḑpomugad nó níor mó.

11. **ṪRUÍOFINN** an trál.

12. **ṪÓGFAMH** an gíallfá (= τας na páile).

* * * *

13. **ḐUIRFINN** cumanglac go tóí go

14. **MEASFINN** nac mbéad áct oipead lúb ip
ṪÉANFAD an brós fairring go leór.

15. **ḐNTEÁILFINN** liom ann rin go tóí go
mbéad cpmugad go leit déanta agam.

16. **RAḐAIMH** a' ṫruio (= ṫruioim) na bróige.

17. **ḐUIRFINN** cumanglac ar a tóúr agur a
veipead dealgán.

18. **ṪÉANFAMH** trí cuairt eioir 'ac don ḑman-
glac.

19. **ṪRUÍOFINN** barr na bróige.

20. **ḐRISFINN** an rnat agur ḑarraiggeoḑaimh ḑrío
'ac don lúb é.

21. **Ṫ'OIBREḐḐAIMH** ríor an rnat go tóí barr
na bróige.

LI.—LOMAOÚ ÉAORAÓ.

inbé.

1. LOM Seagán Mór a curo caoraó.
2. CUAIÓ ré amaó 'na' énuic.
3. BÍ a maóao léir, agus
4. ÉRUINNÍŠ ré irteaó a curo caoraó.
5. D'IMTÍŠ ré agus fuair ré deimear ar iaraó.
- * * * *
6. RUŠ Seagán Mór špeim ar éann de na caoirib.
7. LEAS ré an éora ar an talam.
8. ÉANGAIL ré triúr de n-a curo cor le éile.
9. RUŠ ré ar an deimear i n-a láim deir.
10. LOM ré muinéal agus uét na caora.
11. LOM ré leatáo na caora.
12. ÉIONHTUIŠ ré an éora agus LOM ré an taob eile.
- * * * *
13. ŠAOIL ré cora na caoraó.
14. D'ÉIRÍŠ an éora 'na rearam.
15. ANN rin LOM ré oruim na caora, agus a hearball.
16. NUAIR a BÍ ré péir (= críochnuigte) le lomaó na caoraó,
17. TUIŠ ré leir íoc-uirge agus tum ré an éora ann, agus
18. CUIR ré comaréta tárra ar a leatáoib a šeall ar šan í éilleao.

LII.—buaib doinnall leas-fairge.

i n-uraid.

1. D'éirigh doinnall go luath ar maidin.
2. mūsáil ré a ceathrar mac.
3. cuaid riof ríor 'na' cuain.
4. cuir riof amac an bá.
5. cuir riof irteac a gcuid oipnéir (= uipléir),
6. 'Sé rin le bá:—

* * * *

7. Ráma agus reolta agus corrán mór leir a' leatad a buaint.
8. cuaid ceitíe mic doinnall as iomparáin,
9. agus cuaid doinnall ar a' rtiúir.
10. nuair cuaid riof gíota fuair riof cóir.
11. tarrainis riof irteac a gcuid páimáí, agus
12. cuir riof fuaf reol.

* * * *

13. stiúir (nó stiúruiš) doinnall an bá go dtí 'n áit a bá an leatad.
14. buaim ré anuaf a reol agus cuir amac an corrán mór.
15. tóisiš ré a' buaint an leatáis,
16. agus tóisiš na mic a' tarraint an leatáis irteac in a' bá
17. go dtí go ráb larta aca.
18. mar nac ráb cóir aca,
19. b'éigin dóibte (= dóib) iomparáin 'na' baile.
20. nuair tainis riof irteac 'na' cuain
21. cuir riof amac an larta ar an céir.
22. nuair a bí an larta ar an céir aca
23. tuis (ruš) 'ac don fear aca leir clab.

24. D'iomcúir ríad an leatáic ar cúibheann
préataí.

25. Spréirí ríad an leatáic ar na hiomairéadaib.

SUBJECTIVE SENTENCES.

I.—Éirte liom. Táim ag éirteáct. Mait an buacail
tú! Éirt liom, a cailín. Táim ag éirteáct. Mait
an cailín tú! Éirtigir liom. Támaoir ag éirteáct.
Go mait, go mait! An dtuigeann tú rin? An
dtuigeann tú me? Tuigim. Tuigimíó. Ní tuigim.
Ní tuigimíó. Ní tuigimíó tú. Éirt liom anoir. Abair
é. Abair ariór é. Abair an ceáct anoir. Lean leat
ar an gceáct. Abair a tuillead de. Labhair ruar.
Labhair ór áro. Labhair níor áro. Labhair ór iriol.
Labhair go hiriol. Labhair go ciúin. Labhair go rocair.
Labhair go mall. Ná labhair go mall. Ir fearr duit
labhairt go garta (nó go tapair). Ní fearr dam. Ir
fearr liom labhairt go rocair. Ir fearr leat, áct ní
fearr duit.

II.—Dia duit. Dia daoib. Dia ir Muire duit
(daoib). Dia ir Muire ir pádraig duit (daoib). Go
mbeannuigir Dia duit. Bail ó Dia ar an obair.

An bfuil rí uilleann anoir? Éirteagó liom, maireadh!
 Abair leir an cáilín rin éirteadh liom! Tá sí ag
 éirteadh leat. Tá go maith. Éirteagó uile liom.
 Suidh ríor. Suidh ríor, má 'ré do toil é. Suidh ríor
 arís. Suidh ar an ríol reo. Suidh ar an gceatsoir.
 Suidh ríor ag an teinní. Oidíche fuar! Oidíche fuar,
 go dearbáda. Is eadh, go deimhin. Tá mé fuar. Tá
 fuadh orm. Tá plaistíán orm. Is olc liom rin. Ní
 maith liom rin. Is dona an fuo plaistíán.

III.—Tóg do deann, a Cáitilín, agus feuch orm.
 Sin a' dóig! Abair an focal ro! Abair na focla
 ro. Cá tuis liom. Feuch leir! Maith tú! Tá tú ag
 dul ar aghaidh go ceart! Cad deir tú? Deirim go
 bfuil tú ag dul ar aghaidh go ceart. Meaaim go bfuil.
 Saoilim go bfuil. Ní saoilim go bfuil. Níl cuimne
 agam ar an gceadh anoir; abair arís é. Tabair aise
 mar rin. Tabairtear áirí orm, maireadh. Is maith
 liom beith ag éirteadh leat. U'fearr liom beith ag
 éirteadh le ceol. Ní fearr liomra. Bí 'do toir
 ann rin. Bítear in búr toir. Ná bí ag caint. Ná
 bí ag togbáil calláin, adt éirteagó liomra. Slán
 leat. Slán libh anoir. Go dtéir tú rlan. Slán
 beo leat. Go n-éirteagó do bócar leat. Go roirteagó
 Dia duit. Ná bac leir; beir mé maith go leor ann
 rú. Tabair aise duit féin. Deannaadh leat.
 Deannaadh Dé leat.

IV.—Abair leir an gcailín rin gan a beic ag caint. Ná bí ag caint, a cáilín. Níl rí ag caint, aét tá rí ag gáiríúe. Ná bí ag gáiríúe, a cáilín, aét éirí leir an múinteoir. Sin a' dóig. Tá an ceap agat. Tá tú ceap go leór. An bfuil Seaḡán ann rin? Tá ré ann ro. An gcluin tú mé, a Seaḡán? Cluinim tú maic go leór. Abair an ceac, maicead. Dá mbéad ré agam, déarfainn é. Dá dtuigfinn an ceac, béinn páirta. Tuigeann Sorca an ceac, aét ní éig léiti a riad (nó a canad), feuc leir air! Seairim ruar anoir. Seairim ruar, a mícil! Ní éig liom. Beir ar mo lámh, agus tóg mé, má 'ré do toil é. Táim in mo seairim anoir. Dearc ar na cailínib ro; táir in a seairim. Is breag na cailíní iad, plán a beap riad. Go mbuó fada plán iad,

V.—Cé rin ag an dorar? Tá bpiḡir. Forḡail an dorar agus leis irteac bpiḡir. Go mbeannuigir Dia dúit, a bpiḡir. Sab a leit ann ro, agus ruir i bfuir ag an teinir. Tá tú cailte leir an bpuac. Ná bac liom; ní baogal dām. Lean leat ar an gceac. Béir mé ag éirteac leat. Tá go maic. A buacailli, éirigir liom. A pēadair, abair tura an ceud cuir de'n ceac. Sin a' dóig! Fan! fan! Tá tú ar ceair anoir! Tá tú ag dul amuḡa! Tá tú ar reacrán. Tá an rḡeal tré n-a céile agat. Tá ré bun-ór-cionn agat. Éirí liomra! Abair

anoir é! Ní ceart sin. Níl an ceart agat. Níl tú ceart go fóil. Inniú nó, a Nóra! Tá an ceart agat anoir! Sin a' dóig.

VI.—Beir amac buí gcuir leabhar, agus buí gcuir peann luaidhe. Sgríob ríor an ceacht. Sgríob ríor an méid ro. Cá dtig liom. Feuch leir! Déan iarracht air! Feuch mar atá Peardar agá rsgribint! Is maith an buachaill Peardar. Ní maith; is fearr Síle. Tá Síle 'na cailín maith. Ná bí 'mo buairéad! Tá mé tuirpéal ag éirteacht leat. Bíod múnad ort! Déarbairé mife ort éirteacht liom! Ní féidir duit. Is féidir dom. Ar dhubairt Siubán na focla úr go fóil. Cáir dhubairt; cá raib sí irtig an uair sin. Cáir éuala sí na focla. Bí na focla sin aici éana féin.

VII.—Cím go bfuil sib ag feiteam liom. Támaoio: bí Seagán agus Máire ag pinnce ann ro pul a dtáinig tú. Da maith a pinn riad sin. Ar éaitin an pinnce leat, a Máire. Mairead, go dearbéda, éaitin. Níor mife do duine pinnce beir aige. Abair é! Tá 'n ceart agat! Is mife doúinn duit i gcionn oibre

anoir. Is fear óuit rin. Abair na focla in mo
 údair-pe. Sin a' dóig. Tá ríad aghaid ar fearbar
 anocht. Tá ríab ag bairuagad gac lá. Is mó a támaoir
 ag bairuagad gac oirde. Tá tú ceart go leor. Is é
 an fáil atá leir rin go mbionn rang aghainn gac oirde.
 Dímíó ag fogluim Gaedilge gac uile lá is gac uile
 oirde. Sin a' dóig. Mol an óige is tiocfaid rí.
 Ní baogal daoid. Labairfid ríab Gaedilge go fóil.

VIII.—Tá an teine ag dul ar, a pádraig, cuir fód
 móna uirpí. Ní feicim an móin: lar an solur, a
 Úrighio. Ní 'l larán agham. So óuit ceann aghur bí
 go garta. Sin a' dóig! Tá solur go leor aghainn
 anoir. Dá mbéad cipín giuáire aghainn, fadócad pé
 an teine. Fág na buile, a Sheagán, aghur réio an
 teine. Maid an buacail tú: tá do fáotair ag éirge
 leat 'ra' veinead. Saoil mé go maib an teine ar áct
 tá rplanc inntí go fóil. Ní baogal oi. Suid éart
 anoir aghur beid reanchar aghainn. Cairde mar dúb-
 airt tú na focla veineanna? Ní maib tú ag tabhairt
 áirio oim. An fáiláct atá oit. Nac deap an
 buacail tú!

IX.—*Leanamaoib de 'n ceacht!* Abraó an tarna fear é. Bíod ré mar rin. Ceirt agam ort, a gíolla úr, an fear leat beir ag amarc tar é 'n á ag éirteacht liom-ra. Ní fear liom; ir fear liom beir ag fogluim *Shaeúilge*. So mair, so mair, o'fneasair tú mé so han-mair. Fneasair mé a cailín, ciaca ir fear leat-ra beir ag fogluim *Shaeúilge* ná ag rinnce? U'fear liom beir ag rinnce. Mo náire tú, a *Siubán*, b'feirde duit an *Shaeúilge*. Ir fear liom an rinnce. Ir fear liom féin rinnce, áct ir deire liom an *Shaeúilge*. Caitrimid dul ar agair leir an obair anoir. Dar a leóga, ir mair duit rin.



բ օ լ ճ ւ ռ .



- ձծձ, ձծձոյն, *f.*, river ; *gen.* ձծնե.
 ձծձի, *v. sing.*, ձծձում, I say.
 ձծե մարիա, *Ave Maria*, Hail Mary
 ձջձիծ, *m.*, face.
 ձիծեծջ. *f.*, a live coal.
 ձիբբան, *m.*, Mass ; *gen.* ձիբբոյն.
 ձիբբար (I.) *f.*, time ; *gen.* ձիբբիբե. Ըսիւն ձիբբիբե = a hired girl.
 ձիբբար (II.) *f.*, weather.
 ձոյջբ, *m.*, angel ; *gen.* ձոյջիւ.
 ձոյն, *m.*, name ; *plu.* ձոյննեծծ.
 ձիւո, *f.*, heed, attention.
 ձիւբ, *f.*, in phrase, 1 ո-ձիւբ, on high.
 ձիւբ, heed, attention.
 ձիւջբ, *m.*, money ; *gen.* ձիւջիւ.
 ձիւ, *f.*, place, room.
 ձլծոյի, *f.*, altar ; *gen.* ձլծոյի.
 ձլծիւծ, praise, thanksgiving.
 ձմար, act of looking.
 ձմարեան, *m.*, theatre.
 ձմբուծ, America.
 ձմլար, alike, similar.
 ձմիւծ, wrong, astray. Ըսիւ ըն տբծ ձմիւծ = she upset the house.
 ձնալլ, hither, from the other side.
 ձնամ, soul ; *dat. plu.* ձնմնալլ.
 ձոյոյ, up (from below).
 ձնար, down (from above).
 ձոյլեծ, *m.*, dung. Ըսիւ-ձոյլիւ = dunghill, midden.
 ձոլ, *m.*, lime.
 ձոյ, one ; the ace at cards.
 ձոնծ, *m.*, a fair ; *gen.* ձոնալլ.
 ձիւ ձիւ, back, back again.
 ձիւբար, *m.*, corn.
 ձիւն, *m.*, bread.

ἀγρo, high, tall; *comp.* ἀγρoε. In phrase ὅρ ἀγρo = aloud.

ἀρoυῖς, *v.*, raise; ἀρoυῖςιμ, I raise.

ἀνείρ, last night.

ἀρ, out, out of him, out of it.

ἀτάρ *m.*, father; *gen.* ἀτάρ.

ἀτάρ μόρ, grandfather.

ἄα, *v.*, hinder, interfere with.

ἄακός, *f.*, armful.

ἄατά, a bank of turf.

ἄατ, *f.*, blessing.

ἄατe, *m.*, a town, home. ἴνα' ἄατe (= ἐν αὐτῷ ἄατe), to or towards home.

ἄατe-ἀτά-κλῖατ, Dublin.

ἄατne, milk.

ἄατρ, *f.*, a wedding.

ἄαττe, a barrel; *plu.* ἄαττeί.

ἄατρευo, *m.*, a cap.

ἄαρo, *v.*, baptize; ἄαρoιμ, I baptize.

ἄαρoεατό, *m.*, christening; *gen.* ἄαρoιoῦ

ἄαργέαo, *m.*, basket; *plu.* ἄαργέαoα.

ἄαττα, a wall; *plu.* ἄατταί.

ἄαττάν, a sort of fish; *plu.* ἄαττάν.

ἄαοξάτ, *m.*, danger.

ἄαοιτε, a bait.

ἄάματ, morrow; ἰ μῆάματ, to-morrow.

ἄάρ (I.) *m.*, top, head.

ἄάρ, *m.*, (II.) crops.

ἄάρμα, a barrow; *plu.* ἄάρμαί.

ἄαττατ, a "battle," "bottle," or bundle of straw.

ἄάρ, *m.*, death; *gen.* ἄάρ.

ἄαρ, palm of the hand; *plu.* ἄαρά.

ἄαττα, stick, staff

ἄεατ, a bee; *gen.* and *plu.* ἄεαττα.

ἄέατo, *v.*, would be, conditional of τά.

ἄέατ, *m.*, mouth.

ἄεαν, *f.*, a woman; *gen.* μνά; *dat.* μνάοι; *nom. plu.* μνά; *gen.*

plu. ἄαν; *dat. plu.* μνάίθ.

ἄεαν-ἀ'-τῖςε, housewife.

ἄεαννατ, *f.*, blessing.

ἄεαννουῖς, *v.*, bless; ἄεαννουῖςιμ, I bless

Եաննւիշէ, blessed.

Եարած, *f.*, a heifer ; also spelled Եօրած.

Եարտ, a bundle, parcel.

Եատձ, life.

Եատձ, *m.*, a beast ; *dat. plu.* Եատձձիծ.

Եէտ, a meal.

Եիրտ, *f.*, two persons ; two of anything.

Եիր, *v.*, take hold of, seize ; Եիրիմ, I seize ; *p. t.* Խսց.

Եւծ, *m.*, food ; *gen.* Եւծ.

Եւտալտ, spirits, strong drink ; also Եւտալտ.

Երիւշտ, act of improving, interest.

Եւաշտ, act of milking.

Եւածիւն, *f.*, a year ; *gen.* Եւածնա ; Ի մԵւածնա, this year.

Եւիշ, *v.*, milk ; Եւիշիմ, I milk.

Եւիշտ, milked.

Եծ, *f.*, a cow ; *plu.* Եձ.

Եօրտ, a box.

Եօշ-ւիրշ, lukewarm water.

Եօիւտձ, *m.*, a lyre ; *gen.* Եօիւիշ.

Եծա, a bowl.

Եօշտ, a sup, a mouthful.

Եծտ, *m.*, a road.

Եծտ Իւրիւն, a railway.

Երտ, a drop.

Երտ, a trout.

Երտարտ, breakfast.

Երիւն Օշ, young Brian, but applied to any young man.

Երիւն, *f.*, a woman's name ; *gen.* Երիւն.

Երիւ, *v.*, break ; Երիւիմ, I break.

Երօշն, *m.*, porridge ; *gen.* Երօշն.

Երօշն Եւիւ, gruel.

Երօշ, *f.*, a shoe, boot ; *gen.* Երօշ ; *plu.* Երօշա ; also applied to the "foot" of a stocking or sock.

Երիւ, *f.*, womb ; *gen.* Երիւն.

Երիւտ, *m.*, brink, verge.

Երիւիշ, *v.*, bruise, squeeze ; Երիւիշիմ, I bruise, squeeze.

Երիւտ, *v.*, cook, boil ; Երիւտիմ, I cook, boil.

Երիւտտ, cooked.

Եւածալլ, *m.*, boy.

Եւածիւտ, act of bothering, troubling.

Եւալ, *v.*, strike, thresh, churn, etc. ; Եւալիմ, I strike, etc.

Եւալտ, act of striking, etc.

buaín, *v.*, pertain, interfere, dig, reap, mow, take, as in phrase take off my clothes, etc.; **buaínim**, I pertain, etc.; also spelled **bain**.
buaínte, dug, reaped, etc., also gained.
buiré, yellow.
builg, bellows.
buitte, *m.*, a blow.
bulóg, a bullock.
bun, foundation, beginning.
bun beaig, place name; *gen.* **buin b:ig**.
bun-ór-cionn, topsy turvey.

cé, *no* = ní.

cabair, *f.*, help, assistance.

cabáirte, **gabáirte**, cabbage.

cácalaiḡ, *v.*, calk; make secure against leaks.

carbéalairé, *m.*, a person who plants potatoes, i. e., who drops them into the holes or furrows.

caitín, a girl; *plu.* **caitíní**.

caillte, lost.

cáimtear Cúirt, a sponsor; *plu.* **cáimteara Cúirt**.

cait (I.) *v.*, consume, eat, drink, wear, etc.; **caitim**, I consume.

cait (II.) *v.*, throw; **caitim**, I throw.

caitlín, Kathleen.

calaó, *m.*, the seaboard, the strand; *gen.* **calaíó**.

calaóport, landing-stage, port.

cailán, *m.*, noise, uproar; *gen.* **cailáin**.

can, *v.*, say, sing; **canaim**, I say, sing.

canna, a can.

caol, slender, thin.

caora, *f.*, a sheep; *plu.* **caoiriḡ**; *gen. plu.* **caoraí**.

capall, *m.*, a horse.

capa, a friend; *plu.* **cáirte**; *gen. plu.* **capaí**.

carbaid, *m.*, a carriage; **carbaid coitcéinn**, a common or public car; a tramcar.

carra, *m.*, a car.

cárta, a card; *plu.* **cártaí**.

carra, a cart; *plu.* **carraí**.

car, *v.*, turn, twist; **caraim**, I turn, twist.

caraid, *f.*, complaint.

caróg, *f.*, a coat.

caídeir, *f.*, a chair.

Κάτουξ, *v.*, winnow ; κάτουξιμ, I winnow.

Κατάμ, *f.*, a city.

Κατουξάο, temptation.

Κέ, who.

Κεάτ, *m.*, a lesson.

Κεάνα, already, beforehand ; usually followed by *ρέιν* = *κεάνα ρέιν*.

Κεανξάιλ, *v.*, tie ; κεανξλάιμ, I tie.

Κεανν, *m.*, head, roof of house, number of anything, as *ὅά κεανν εαλλαιξ* ; *gen.* and *plu.* *κινν*.

Κεανναίρε, *m.*, a purchaser, merchant.

Κεαννουξ, *v.*, buy ; κεαννουξιμ, I buy.

Κεαρ, *v.*, turn back ; κεαράιμ, I turn back.

Κεαράιτε, a piece of bread and butter.

Κεαρχ, *f.*, a hen.

Κεαρχά, a smithy ; *gen.* *κεαρχάαν* ; *dat.* *κεαρχάαιν*.

Κεαρχ, *αρι κεαρχ*, wrong.

Κεαρχ, *αρι κεαρχ*, right, just.

Κεαρχουξ, *v.*, correct ; κεαρχουξιμ, I correct.

Κεατμαρ, four persons ; four of anything.

Κείο, *f.*, quay ; *gen.* *κείρε*.

Κείτε, partner, husband or wife.

Κερχλίν, a clew or ball of yarn.

Κερχλεακάιρ, *dat. pl.*, tatters, small clothes.

Κερχ, *f.*, a question.

Κερχιξ, *v.*, question ; κερχιξιμ, I question.

Κεόλ, *m.*, music ; *gen.* *κεόιλ*.

Κεούτ, a plough.

Κεού, a hundred.

Κεούνα, the same.

Κεούρποινν, *f.*, first meal, breakfast.

Κί, *v.*, see ; κίμ, I see ; *past tense* *κόνναις*.

Κιάα, which.

Κιονν, in phrase, *ζο κιονν*, during, or to the end of. Takes *genitive* of following noun.

Κίον, *v.*, comb, card ; κίοναίμ, I comb, card.

Κίπίν, a little stick.

Κίρτεαναέ, kitchen ; *gen.* *κίρτεαναίξε*.

Κλάιρε, fence, earthen wall.

Κλάμπα, a small stack of turf.

Κλάμ (I.), *m.*, a board.

Κλάμ (II.), *m.*, a lid.

Κλάμ (III.), *m.*, a table.

- Clár buailte, a threshing board.
 Cleamnap, a match.
 Cleat, a wattle; *plu.* cleata.
 Cliaib, *f.*, a creel, a basket; *plu.* cléirbe.
 Cloch, *f.*, a stone; *plu.* clocha.
 Cloch-rpeile, a scythe stone, sharpening stone.
 Cloiceao, a ticket, passport; *plu.* cloiceaoa.
 Cloig, clock, bell.
 Cluice, a game.
 Cluin, *v.*, hear; *cluimim*, I hear.
 Clúdaigh, *v.*, cover, wrap; *clúdaíim*, I cover, wrap.
 Cnáb, *f.*, hemp, tow; *gen.* cnáibe.
 Cnaipe, a button.
 Cniteáil, act of knitting.
 Cniteáil, *v.* knit; *cniteáilim*, I knit.
 Cnoc, *m.*, a hill; *gen.* cnuic.
 Cnuim, a worm; *plu.* cnuíma.
 Coacán, *m.*, straw.
 Coilad, sleep.
 Coiligh, *v.*, sleep; *coilighim*, I sleep.
 Coşaint, act of chewing.
 Coicéigir *f.*, a fortnight.
 Cóimhíll, *v.*, fold; *cóimhíllim*, I fold.
 Comhoimn, partnership.
 Coinne, in phrase, pá coinne, for sake of, for service of. Takes *gen.* of following noun. Ór coinne, in front of, opposite to.
 Coinneal, *f.*, a candle.
 Cóir, *f.*, a breeze of wind suitable for sailing purposes.
 Coirce, oats.
 Coirre, kettle. cauldron.
 Cóirigh, *v.*, dress, adjust, arrange, mend; *cóirighim*, I dress, etc.
 Coir, beside, near.
 Coircéim, *f.*, a footstep, a pace.
 Coirneac, *v.*, bless; *coirneacaím*, I bless.
 Comráda, comrade; *plu.* comrádaí.
 Comhartha, a mark, a sign.
 Comhra, a coffin; *gen.* comhran.
 Comhrom, even, level.
 Comuirta, a neighbour; *plu.* comuirtana.
 Conall, a man's name; *gen.* Conaill.
 Concóobair, a man's name; *gen.* Concóobair.
 Connrad, *m.*, bargain, covenant.

Coṛcán, a pot.

Coṛpán, a corpse.

Coṛpán, a reaping-hook.

Coṛanápōe, galloping.

Coṛ, *f.*, foot, stem.

Coṛṣ, *v.*, check, restrain : coṛṣim, I check, restrain.

Cóta, a coat.

Cṛáz, a handful.

Cṛé, clay, earth ; *dat.* cṛiaṛó.

Cṛéapós, *f.*, clay, earth.

Cṛeioeám, *m.*, faith ; *gen.* cṛeioim.

Cṛíočnuiz, *v.*, finish, complete ; cṛíočnuizim, I finish, complete.

Cṛíočnuizē, finished, completed.

Cṛó, eye of an needle.

Cṛoč, *v.*, hang ; cṛočaim, I hang.

Cṛóizeán, a "footing" of turf ; a few turf standing on end.

Cṛoič, *v.*, shake ; cṛoičim, I shake.

Cṛom, *v.*, stoop ; cṛomaim, I stoop. Applied to the act of doing anything, as cṛom pé aṛ obaṛ = he began to work.

Cṛomuṣaṛó or cṛomaṛó, a finger length.

Cṛuač, stack, rick.

Cṛuinuizáṛó, gathering, assembly.

Cṛuinuiz, *v.*, collect, gather ; cṛuinuizim, I collect.

Čuaṛó, *v.*, went.

Cuaṇ, *m.*, a harbour ; *gen.* cuaṇ.

Cuaṛit, *f.*, a visit, a circle.

Cuaṛtuiz, *v.*, search ; cuaṛtuizim, I search.

Čuṣaṇn, towards us.

Cuiṛpeann, a field or division of land.

Cuiṛ, *f.*, share.

Cuiṛeacē, company.

Čuiṣ, to, towards.

Cúizeaṛ, five persons, five of anything.

Cuimil, *v.*, rub ; cuimilim, I rub.

Cúinne, corner.

Cuiṛ, *v.*, put, place, plant, set, etc. ; cuiṛim, I put, etc.

Cuiteós, *f.*, a worm ; *gen.* and *plu.*, cuiteós.

Cúl, back.

Cum, *v.*, shape, design, build ; cumaim, I shape, etc.

Cumanglac, narrowing, a narrow part.

Cuṛoac, *m.*, cover, envelope. Cuṛoacán is perhaps better for envelope.

Cúpla, a couple.

Cúramach, careful.

Cupán, a cup.

Cupáda, put, planted.

Dámháð, a dance; also damháð.

Dáir, by (in swearing).

Dáirna, second.

Dealas, a sting.

Dealasán, a knitting-needle.

Dealuis, *v.*, separate, select; dealuisim, I separate, etc.

Déan, *v.*, do, make; déanam, I do, make, *past tense* rinne.

Dearb, real, true; go dearbhad, certainly.

Dearc, *v.*, look, see; dearcaim, I look, see.

Deart, *v.*, redden; deartaím, I redden, light (as a pipe).

Dear, pretty, *comp.*, veire.

Deimear, shears (for shearing sheep).

Deimín, certain; go deimín, certainly.

Déin, in phrase, fá déin, to or towards, for (to fetch).

Deir, *v.*, say; deirim; I say; *p. t.*, tubairt.

Deireadh, end.

Deireanna, last; *plu.*, deireanna.á.

Deas, right (hand).

Deidhí, difference, odds.

Deoch, *f.*, drink.

Dia, *m.*, God; *gen.*, Dé.

Dia Céadaoine, Wednesday.

Dia Domnaigh, Sunday.

Dia hAoine, Friday.

Diair, in phrases, i ndiair, in mo diair, etc., after.

Dinnéir, *f.*, dinner; *gen.*, dinnéire.

Díol (I.), *v.*, sell; díolaím, I sell.

Díol (II.), *v.*, pay; díolaím, I pay.

Díru, *v.*, straighten; díruim, I straighten.

Dochar, *m.*, loss, hurt, harm.

Dóis (I.), way, means, repairs; rin a' dóis, an approving phrase.

Dóis (II.), *v.*, burn; dóisim, I burn.

Doimne, depth.

Dóirt, *v.*, pour, spill; dóirtim, I pour, spill.

Doimnách, *m.*, Sunday, Sabbath; *gen.*, Doimnaigh.

Doimnall, *m.*, a man's name.

Dona, unfortunate.

Ծորար, *m.*, door ; *plu.*, Ծօրրբ.

Ծօրնան, a handful.

Ծօրս, ԾօրսՀ, a line, a fishing line.

Ծրամա, drama.

Ծրեամ, *f.*, company, body.

Ծրսւ, *v.*, shut, close, approach ; Ծրսւօւմ, I shut, etc.

Ծրսւմ, the back.

Ծոծ, ink.

Ծոծաւր, *v.*, said.

Ծոծան, hook for catching fish.

Ծոյն, *m.*, a person ; *plu.*, Ծօյնք.

Ծոյրին, a dozen.

Ծոլ, a loop, a noose ; *dat. plu.*, Ծոլաւծ.

Շաճ, *m.*, clothes, clothing ; *gen.*, Շաճի.

Շաւաճ, *m.*, cattle ; *gen.*, Շաւաճի.

Շարձաւ, *m.*, tail (pronounced իւձաւ in Ulster and Connacht).

Շարձաւ, error.

Շարձաւր, Շարձաւր, earnest penny.

Շարձ, *m.*, spring ; *gen.*, Շարձի.

Շարձօյն, a "rickle," or thin wall of turf.

Շարձ, an eel ; *gen.*, Շարձ.

Շին, necessary, necessity.

Շինեաճ, *m.*, anyone.

Շիւշ, *v.*, rise, arise, succeed (in phrase յօ յիւշիւ յօ ծօշար լեւտ etc.) ; Շիւշիւմ, I arise, etc.

Շիւշիւ, *v.*, fly ; Շիւշիւմ, I fly.

Շիւշ, *v.*, listen ; Շիւշիւմ, I listen.

Շոթնա, barley.

Քաճ, *v.*, leave ; Քաճաւմ, I leave.

Քաւքաճ, laziness.

Քաճ, reason, cause.

Քաճ, a stitch.

Քաւքաճ, welcome, salutation.

Քաւքաճ, a wake.

Քաւքաճ, *f.*, the sea.

Քաւքաճ, wide, roomy.

Քաւքաճ, *v.*, press, tighten ; Քաւքաճիւմ, I press, tighten

Քաւքաճեօր, binder (not in spoken usage).

Քան, *v.*, stay, wait ; Քանաւմ, I stay, wait.

Քաւքաճ, excellence ; Քաւքաճ, excellent.

Քաճ, *v.*, bend, as the knees ; Քաճաւմ, I bend.

féaró, in phrase, ar féaró, during.

féar, *m.*, grass, hay; *gen.*, féir.

féar, *m.*, a man; *gen.*, fear.

féar, fearroo, better; a b'féar = which were better.

féarúinn; *f.*, rain; *gen.*, fearúinne.

féarparó, *f.*, a spindle; *gen.*, fearparoo.

feic, *v.*, see; feicim, I see.

féiceamnaib, *dat. pl.*, debtors, trespassers.

féirir, possible.

féile, feast, festival; contracted to 'éile and 'le, as lá 'éile
láirpáir.

feiteam, waiting for, state of expectancy.

feuc, see; feucaim, I see; means *try* in phrase feuc leir!

fiaca, debts, trespasses.

fiappuir, *v.*, ask, inquire; fiappuirim, I ask, inquire.

fiée, twenty.

fiill, *v.*, return; fiillim, I return; fiill in Donegal.

fiop, knowledge; *gen.*, feara; cuir fiop ar an rabadar = send for the
priest.

fielao, *f.*, feast.

fiuic, *v.*, wet; fiucaim, I wet.

fiuic, wet.

fiocal, *m.*, word; *plu.*, focla.

fiogluim, act of learning.

fióil, in phrase, go fióil, yet, still.

fióo, sod, furrow.

fionn, desire.

fiór, also; often fióra in Donegal.

fiorgail, *v.*, open; fiorgaim, I open.

fiaróc, *m.*, heather; *gen.*, fiaróic; ceapca fiaróic, grouse.

fiearaib, *v.*, reply; fiearaim, I reply.

fieara, reply; *plu.*, fiearaí.

fiuac, *m.*, cold.

fiuagáil, act of sewing.

fiuair, *v.*, found, got.

fiuairó, act of cooling.

fiuileac, leavings, dregs.

fiuipinn, I would leave; *condl.* of fág.

fiunneos, *f.*, window, *plu.*, fiunneosa.

fiuieann, *f.*, company, boat's crew; fiuieann éapraí, pack of cards.

fiuipir, *v.*, harrow; fiuipirim, I harrow.

fiur, in phrase, i bfiur, hither, on this side.

ἄβ, *v.*, go ; ἄβαιμ, I go.

ἄβδ, *m.*, a blacksmith.

ἄβδῖλ, in phrase, ἄβδῖλ ἑοῖλ, singing.

ἄβδῖρρε, cabδῖρρε, cabbage.

ἄβδλ, a fork, graip ; *gen.*, ἄβδλε.

ἄβ, a withe.

ἄβδρ, *m.*, dog, hound ; *plu.*, ἄβδρ or ἄβδρα ; *dat. plu.*, ἄβδρδ

ἄβδτε, caught.

ἄβνῖν, *f.*, sand.

ἄβνῖρε, act of laughing.

ἄβρε, a laugh.

ἄβαντα, grand.

ἄβλῖναδ, soap.

ἄβαν, *m.*, a calf ; *dat. plu.*, ἄβανδ.

ἄβδ, rough.

ἄβδάν, a species of fish ; *plu.*, ἄβδάνα.

ἄβνῖδ, ἄβνῖδρ, garden.

ἄβ, a stalk.

ἄβτα, quick, active ; *comp.*, ἄβτε.

ἄβνῖν, *m.*, a boy-child, a lad.

ἄβλῖν, *f.*, the moon ; *gen.*, ἄβλῖνε.

ἄβλ, *v.*, promise ; ἄβλῖν, I promise ; ἄ ἄβλ (= μᾶν ἄβλ), because, in order, μᾶν ἄβλ, because, on account.

ἄβμᾶν, Germany.

ἄβν (I.), *v.*, cut ; ἄβνῖν, I cut.

ἄβν (II.), short, also medium, as ἄβν-ἄβλῖν, a growing girl.

ἄβν-ἄβλ, a fair share.

ἄβνῖνδ, a hare.

ἄβδ, *v.*, get ; ἄβδῖν, I get ; *p. t.*, ἄβδρ ; *ful.*, ἄβδρδ.

ἄβλῖν, *m.*, gilly, servant ; *plu.*, ἄβλῖν.

ἄβν, a sock ; *plu.*, ἄβν.

ἄβτα, a bit.

ἄβνῖνδ, *f.*, a girl-child, a little girl.

ἄβνῖν, *f.*, fir ; *gen.*, ἄβνῖν.

ἄβ, *v.*, take ; ἄβῖν, I take.

ἄβν, *v.*, clean ; ἄβνῖν, I clean.

ἄβν, dress, adjust, arrange ; ἄβνῖν, I dress, etc.

ἄβν, glass.

ἄβν, *v.*, go, repair ; ἄβνῖν, I go, repair.

ἄβν, *f.*, knee ; *plu.*, ἄβν.

ἄβν, usual, customary.

ἄβν, *v.*, do, make ; ἄβν, I do, make.

Suir, *v.*, pray : suirim, I pray.

Sníom, *act.*

Snó, work, business ; *plu.*, snóta (snaíte is the form of the word used in the north).

Sor, *m.*, a field.

Sráinne, female name.

Srápta, grace.

Speann, *m.*, amusement ; *gen.*, spinn.

Speim, *f.*, a bite, a hold.

Spiopa, live embers of fire (in the mass).

Suala, *f.*, shoulder ; *gen.*, sualann ; *dat.*, sualaínn.

Suit, *v.*, boil ; suitim, I boil.

Suirp, salty, preserved.

Sunna, a gun ; *plu.*, sunnaí.

Tap, *v.*, ask ; tapaim, I ask.

Tapact, *m.*, an effort.

Tapact, *act of lending or borrowing* ; loan.

Tapsaipact, *act of fishing* ; *gen.*, tapsaipacta.

Tip, *v.*, play ; tipim, I play.

Tip, *act of playing*.

Tipact, *act of departure*.

Tipi, *v.*, depart ; tipim, I depart.

inó, yesterday.

inuí, to-day.

iníean, *f.*, daughter.

innip, *v.*, tell, relate ; innipim, I tell, relate.

iomaipe, a ridge ; *plu.*, iomaipeí.

iomcuip, *v.*, carry, bear ; iomcuipaim, iomcúipaim, I carry, bear.

iompaím, *v.*, row, sail ; iompaimaim, I row, sail.

íoc-uirge, healing liquid, sheep-dip.

íopa, Jesus.

ípeal, low, lowly.

í, *v.*, eat ; changed to íor—in future and conditional.

íte, eaten.

íteir, surface of land ; arable soil.

labair, *v.*, speak ; labaim, I speak.

laeteamait, daily.

laíoin, *f.*, Latin.

láim, *f.*, hand ; *plu.*, láma.

λάμαιξ, *v.*, shoot ; λάμαιξιμ, I shoot.

λάμῃμανν, handle of a flail ; *dat. plu.*, λάμῃμανναιῖ.

λάν (I.), full.

λάν (II.), *m.*, a full complement, as ἄ λάν ὑμῖνν, meaning much amusement.

λάτ, middle, midst,

λαρ, *v.*, light ; λαραιμ, I light.

λάράν, λαρόξ, a match.

λαρτα, a boat-load.

λαρξ, a whip.

λάττειν, in phrase, ἰ λάττειν, present.

λεαῖα, λεαῖαιῖ, bed ; *gen.*, λεαῖα ; *plu.*, λεαῖαα.

λεαῖαι, *m.*, a book.

λεαξ, *v.*, throw down, cast ; λεαξαιμ, I throw, cast.

λεαν, *v.*, follow, pursue ; λεαναιμ, I follow, pursue.

λεανῖ, *m.*, a child ; *gen.*, λεινῖ.

λεαρ, the sea.

λεαρ, welfare, improvement ; λεαρ-ῥαιμῖξε, seaweed used as manure

λεαῖ, *v.*, spread ; λεαῖαιμ, I spread.

λεαῖαῖ, *m.*, a species of seaweed ; *gen.*, λεαῖαιξ.

λεαῖ-ῥοιότιν, a half-crown.

λεαῖταοῖ, *f.*, one side.

λεαῖτοιξ, a half-foot.

λεαῖυαι, *f.*, a half-hour ; *gen.*, λεαῖυαιμε.

λέιξ, *v.*, read ; λέιξιμ, I read.

λειξ, *v.*, let, allow ; λειξιμ, I let, allow.

λέινε, a shirt.

λέιτ, in phrase, ὅ λείτ, all.

λειῖ, in phrase, ἄ λειῖ, apart, hither.

λειῖκεανναιν, Letterkenny.

λεότ, in phrase, ὅ λεότ, enough.

λίον, *v.*, fill ; λίοναιμ, I fill ; λίοναιμ ἀμαῖ, I pour out.

λιονν, ale, beer ; *gen.*, λεαννα.

λίοντα, filled.

λιῖτ, *f.*, a letter.

λοῖτ, a fault.

λοῖτα, a loft.

lom, *v.*, make bare, pare, shear (as sheep) ; lomαιμ, I make bare.
etc.

lomαῖ, act of making bare, shearing, etc.

λοῖαιῖ, *f.*, a basket in which potatoes are served at dinner.

λυαῖῖ, *f.*, lead ; *gen.*, λυαῖῖε ; πεανν λυαῖῖε = a lead pencil.

λυαῖρεαὸ, *ashes* (collectively).

λυαῖ, in phrase, ῥο λυαῖ, *early*.

λύβ, *a loop, a stitch*.

λυῖα, *less*.

λυῖς, *v.*, lie; λυῖμι, *I lie*.

λυῖε, *act of lying*.

μαc, *m.*, son; *gen.*, mic; *plu.*, mic or meic.

μάc, *the trump at cards*.

μαcαὸ, *m.*, a dog.

μαcοc, *a stick*.

μαcοιν, *f.*, morning; *gen.*, μαcοne.

μάcα, *a bag*; μάcλιν, *a little bag, poke*.

μαcιντε, *a dress*.

μάcη, *Mary*.

μαcρεαὸ (= μάcρεαὸ), *if it be, well then*.

μαcῖρεαὸ, *a churning*.

μαcῖ, *v.*, forgive; μαcῖμι, *I forgive*.

μαcοιcῖς, *f.*, *a hornless cow*.

μαcῖb, *m.*, a dead person; *plu.*, μαcῖbα.

μαcῖb, *v.*, kill; μαcῖbαιμ, *I kill*; becomes μαιcῖb—in future and conditional.

μαcῖcαὸ, *m.*, market.

μάcαιμ, *f.*, mother.

μαcῖbα, *female name*.

μαcῖόν-λαc, *midday, noon*.

μαcῖόν-οιcῖc, *midnight*.

μαcῖ, *v.*, think, judge, esteem; μαcῖαιμ, *I think, etc.*

μαcῖς, *v.*, mix, stir; μαcῖcαιμ, *I mix, stir*.

μείc, *amount, quantity*.

μείcῖρεαc, *merry, elated*.

μείcῖ, *act of grinding*.

μείcεαc, *a "factory"*; a number of people collected to do a special job of work.

μείc, *amount*; cá μείc? *how much?*

μείμ, *finger*.

μείμ, *f.*, a dish.

μείcεάc, *Michael*; *gen.*, μείcῖc.

μείcῖρεάν, *sweets, jam*.

μείμῖ, *sweet to taste*.

μείμ, *f.*, meal; *gen.*, μείμ.

mín, fine.

mín-a'-leice, place name.

míro, worse.

míro, fit time, due time.

moó, go moó, early.

moóuir, springing, in calf.

moill, delay.

móin, turf (collectively); *gen.*, móna.

mol, *v.*, praise; molaim, I praise.

mórán, much, many.

moúig, *v.*, notice, feel, perceive; moúigim, I notice, etc.

muc, *f.*, a pig; *dat. plu.*, mucuib.

muileann, *m.*, mill; *gen.*, muilinn.

muilletoir, *m.*, miller.

muineál, a neck.

muinteaíro, friendly, related.

múinteóir, *m.*, a teacher.

muire, *f.*, the Virgin Mary.

múnaó, instruction, education, breeding.

murúail, *v.*, awake; murúaim, I awake.

naom, *v.*, make holy, hallow; naomaim, I hallow.

náire, shame.

neao, a nest.

neam, *f.*, heaven.

nig, *v.*, wash; nigim, I wash.

nigte, washed.

Obair, *f.*, work; *gen.*, oibre.

Oibnig, *v.*, work; oibnigim, I work.

Oíche, *f.*, night.

Óige, youth.

Oipeachtar, *m.*, assembly, convention, the annual literary festival of the Gaelic League.

Oipeao, amount, as much as.

Oipnéir, oipléir, implements of any kind.

Óipítear, the day following to-morrow.

Oifis, office.

ól, *v.*, drink; ólaim, I drink.

ólann, *f.*, wool; *gen.*, olna.

Óic, evil.

οἶλα, oil.

ὀρουζαῶ, order, ordering, arrangement.

ὀρουίζ, *v.*, order, command ; ὀρουίζιμ, I order, command.

πακα, a pack (of cards).

παῖσι, vulgar form of παῖσις.

παῖσι, *pater*, prayer ; *plu.*, παῖσις.

παῖσιν παῖσις, the Rosary ; called also κορὸν ῥουί.

παῖσις, *m.*, paper.

παῖσις, *f.*, a grass field ; *gen.*, παῖσις.

παῖσις, *m.*, a child.

παῖσις, a parlour, room.

παῖσις, a crab.

παῖσις, *m.*, a sinner ; *plu.*, παῖσις.

παῖσις, Peter.

παῖσις, *m.*, pen.

παῖσις, a pair.

παῖσις, a "piggin," a wooden vessel with one handle.

παῖσις, *f.*, a penny ; *gen.* and *plu.*, παῖσις.

παῖσις, a bullet ; min-παῖσις, small-shot.

παῖσις, *m.*, piper.

παῖσις, *v.*, pick, select ; παῖσις, I pick, select.

παῖσις, a pipe.

παῖσις, a plant.

παῖσις, flour ; *gen.*, παῖσις.

παῖσις, public, congregation ; hence τεὰς παῖσις, a church or chapel.

παῖσις, pocket.

παῖσις, *m.*, hole ; *gen.* and *plu.*, παῖσις ; *dat. plu.*, παῖσις.

παῖσις-τεαῖσις, smoke-hole, chimney.

παῖσις, pound (for cattle).

παῖσις, a port or landing stage, a railway station.

παῖσις, a bog in which turf are cut ; *gen.*, παῖσις.

παῖσις, *v.*, marry ; παῖσις, I marry.

παῖσις, marriage ; *gen.*, παῖσις.

παῖσις, post, post office ; *gen.*, παῖσις.

παῖσις, a pot.

παῖσις, a jump ; the action involved in digging a spadeful ; hence a spadeful.

παῖσις, potatoes ; *plu.*, παῖσις.

παῖσις, *m.*, powder.

παῖσις, a pound, pounds.

παῖσις, *f.*, a pudding, entrail ; *plu.*, παῖσις.

ῤαῖαῖο, *v.*, will go.

ῤάο, *v.*, to say.

ῤάμ or μαῖοε ῤάμ, an oar ; *plu.*, ῤάμα.

ῤάν, a spade ; *gen.*, ῤάινε.

ῤανῖ, *m.*, a class.

ῤέρο, finished, completed, ready.

ῤεάμαη, thick, stout.

ῤιόεάλυῖῖ, *v.*, riddle sift.

ῤιννε, act of dancing.

ῤιννε, *v.*, did, made.

ῤιτ, act of running ; ῤιτ ἀν ἡε = during the day.

ῤοῖλῖ, *f.*, a graveyard.

ῤολλός, *f.*, "rowin" of wool ; wool rolled up for spinning ; *plu.*,
ῤολλόῖα.

ῤόμαη, *v.*, delve ; ῤόμμαῖμ, I delve.

ῤόμμαῖρτε, ῤόμμαῖτα, delved.

ῤυαῖμ, a fishing line.

ῤυο, a thing ; *plu.*, ῤυοα.

ῤυῖ, *v.*, bore, gave birth to.

ῤαῖαη, *m.*, a priest.

ῤαῖλεαο, act of salting, preserving.

ῤαῖλτε, salted, cured.

ῤάιτ (I.), satiety, sufficiency.

ῤάιτ (II.), *v.*, thrust ; ῤάιτῖμ, I thrust.

ῤάλ (I.), *f.*, the heel ; *gen.*, ῤάλα.

ῤάλ (II.), a beam ; *plu.*, ῤάλα.

ῤάλαnn, salt.

ῤάμ, peaceful, quiet.

ῤάμμαο, *m.*, summer.

ῤαοῖα, *m.*, the world, life.

ῤαοη (I.), *v.*, free ; ῤαοηαῖμ, I free, liberate.

ῤαοη (II.), *m.*, an artizan, as ῤαοη βάο, ῤαοη cloç, etc.

ῤαοταη, *m.*, labour, effort.

ῤάρτα, satisfied.

ῤεαῖῤάν, straying.

ῤεαῖῤμαῖν, *f.*, week ; *gen.*, ῤεαῖῤμαῖνε.

ῤεαο, it is.

ῤεαῖῤάν, John.

ῤεαῖῤαῖρεαῖτ, hunting.

ῤεαῖῤαῖνε, *m.*, a hunter.

Seamróg, shamrock ; *gen.* and *plu.*, reamróga.

Seancair, conversation.

Seanmóir, *f.*, a sermon.

Seairm or fearuis, *v.*, stand ; fearuisim, I stand (sear and fearaim are also in use).

Seairm, act of standing.

Séir, *v.*, blow ; séirim, I blow.

Séipéal, a chapel.

Séine, supper.

Seirneac, a plough.

Seól, *m.*, a sail ; *plu.*, reóltá.

Seólaó, address, superscription.

Seomra, a room ; *plu.*, reomraí.

Seumar, James.

Sgairt, *v.*, call, shout ; sgairtim, I call, shout.

Sgaoán, *m.*, a herring ; *gen.* and *plu.*, sgaoáin.

Sgamall, cloud, mist.

Sgaoil, *v.*, loosen, untie ; sgaoilim, I loosen, etc.

Sgap, *v.*, scatter, disperse ; sgapaim, I scatter, disperse.

Sgáctán, *m.*, a looking-glass.

Sgéala, tidings, a message.

Sgian, *f.*, a knife ; *plu.*, rgeana.

Sgillín, *f.*, a shilling ; *gen.*, rsgillínge.

Sgioból, a barn ; *gen.*, rsgióból.

Sgoilt, *v.*, split, crack ; sgoiltim, I split, etc.

Sgoilteán, a split potatoe for planting ; *plu.*, rsgoilteáin.

Sgópnaic, the windpipe ; *plu.*, rsgópnaíca.

Sgráic, the grassy surface of soil pared off thin for roofing houses, covering potatoes, etc. ; *plu.*, rsgráíca.

Sgríbinic, rsgríobáic, act of writing.

Sgríob, *v.*, write ; sgríobaim, I write.

Sgrúúis, *v.*, examine ; sgrúúisim, I examine ; mionrsgúúisim, I examine closely.

Sguab, *v.*, sweep, brush ; sguabaim, I sweep, etc.

Síle, woman's name.

Sín, *v.*, stretch ; sínim, I stretch.

Síoltáic, act of straining, sifting.

Síoltán, a strainer.

Siúbal, *v.*, a walk ; siúblaim, I walk.

Siúbal, act of walking.

Siúbán, Susan.

Siúcra, sugar.

Σταγόαν, a cold.

Σλάν, well, healthy.

Σλατ, *f.*, a rod.

Σλεάξαν, *m.*, a turf spade ; *gen.*, ρλεάξαν.

Σλεαίναιν, smooth, plane.

Σλιαδ, *m.*, a mountain ; *gen.*, ρλέιθε.

Σλιοζάν, a shell-fish ; *plu.*, ρλιοζάν.

Σλυζαέ, slugs.

Σμυτ, a protuberance, a bit.

Σνάτ, thread.

Σνάτσο, *f.*, a needle.

Σνίοιμ, *v.*, spin ; ρνίομαιμ. I spin.

Σνίοιμ, act of spinning.

Σοцаи, quiet, gentle.

Σορμαιζ, *v.*, settle, adjust, arrange ; ρορμαιζιμ, I settle, adjust.

Σοοαи, act of trotting.

Σοιρβιζ, *v.*, prosper ; ροιρβιζιμ, I prosper.

Σοιτεαέ, a vessel ; *gen.* and *plu.*, ροιτιζε.

Σον, in phrase, αи ρον, for sake of, in lieu of.

Σόπα, soap.

Σοπόζ, a wisp, a sheaf.

Σορча, a woman's name.

Σπάи, a spade.

Σπάν, ρπονόζ, a spoon.

Σπεατ, *f.*, a scythe ; *gen.*, ρπειτε ; *dat.*, ρπειт.

Σπεατασοίи, *m.*, a mower.

Σπέαи, the sky.

Σπιομαιο நாοи, the Holy Ghost ; *gen.*, Σπιομαιο நாοи.

Σπlanc, a lighted ember.

Σπρέ, a dowry.

Σπρέиò, *v.*, spread ; ρспреиòиμ, I spread.

Σпуии, a sponge.

Σπáи, *f.*, a street.

Σпaит, *f.*, a swathe, a layer ; *gen.*, ρпaитe.

Σпian, a bridle, rein.

Σпoiт, *v.*, reach, arrive at ; ρпoiтиμ, I reach.

Σταιòиe, a stair ; *plu.*, ρταιòиí.

Σтеaтт, a "pour" of any liquid.

Στιύи, the rudder of a boat.

Στιύиуиζ, *v.*, steer, guide, direct ; ρτιύиуиζиμ, I steer, etc. (ρτιύи and ρτιύиaиμ are also used).

Σтocaиòe, stockings.

Συαίτ, *v.*, mix, tease ; ῥυαίτιμ, I mix, tease.

Σιρό, *v.*, sit ; ῥιρόιμ, I sit.

Σιρόε, act of sitting.

Σιρόεαῶν, a seat.

Σύιλ, *f.*, an eye ; *plu.*, ῥύιλε.

Συπέει, supper.

Σύιρτε, a flail.

Συλ, before.

Ταθαίη, *v.*, give ; ταθῆμαι, I give ; *past tense*, τυῖ.

Ταός, man's name.

Ταε, tea ; also spelled τέα.

Τάινις, *v.* came.

Ταιης, *v.*, offer ; ταιηζιμ, I offer.

Ταιηζιητ, ταιηζιην, act of offering.

Ταιηζε, in phrase, ι οταιηζιό, aside (to put) away.

Τάιτεόρη, *m.*, a potatoe picker.

Ταιτιμ, ταιτινίς, *v.* suit, please ; ταιτινίζιμ, I suit, please.

Ταλαμ, *m.*, ground, land.

Ταοθ, *f.*, side.

Ταομ, *v.*, pour, "teem" ; ταομαιμ, I pour.

Ταπαρό, quick, active.

Ταρημ, over me.

Τάρη, tar.

Ταρημινίς, *v.*, draw, pull ; ταρημινίζιμ, I draw, pull.

Ταρημιντ, act of drawing.

Ταρητ, thirst.

Τάρητ, round about.

Τεαῶ, *m.*, a house.

Τεαλλαῶ, *m.*, a hearth.

Τεαμπολλ, *m.*, a church ; ἄρτο-τεαμπολλ, a cathedral.

Τεαρτυίς, *v.*, want, need, require ; always followed by the preposition *ό* or some of its compounds ; we cannot say τεαρτυίζιμ, unless I am wanted by somebody else, as τεαρτυίζιμ *ό* Σεαζάν.

Τείρό, *v.*, go ; τείρόιμ, I go ; *past tense* ἐυαίρό ; *dependent past*, θεαῶαίρό ; *future*, ῥαῶαίρό.

Τείλς, *v.*, throw, cast down ; τείλζιμ, I throw, etc.

Τεινη, *f.*, fire ; *gen.*, τεινεαό ; *dat.*, τεινηό.

Τειτ, *v.*, flee, retreat ; τειτῖμ, I flee, retreat.

Τί, in phrase, ζο οτί, unto, until.

Τις, *v.*, come ; τιζιμ, I come ; *past tense*, ἐάινις ; *future*, τιοεφαίρό.

Դիգահա, *m.*, a lord.

Դիմեալի, about or around.

Դիմէրեւոյ, service, small turns of work ; *gen.*, Դիմէրեւոյ

Դիման, *v.*, drive ; Դիմանիմ, I drive.

Դիմնուից, *v.*, turn ; Դիմնուիցիմ, I turn.

Դիմնուիցե, turned, twisted.

Դիւց, thick, plentiful.

Դոպ, tobacco.

Դոբան, a tub.

Դոբար, *v.*, wind ; Դոբարիմ, I wind.

Դոց, *v.*, choose, select ; Դոցիմ, I choose, select.

Դոց, Դոյց, *v.*, lift, raise, erect ; Դոցիմ, I lift, etc.

Դոցնալ, act of lifting, etc.

Դոլ, *f.*, will ; *gen.*, Դոլ.

Դոն, *f.*, bottom.

Դոն, *f.*, pursuit, chase.

Դոնեւոյ, man's name.

Դոնից, *v.*, begin, commence ; Դոնիցիմ, I begin, commence.

Դոյ, *f.*, smoke, a smoke.

Դոնար, *v.*, measure ; Դոնարիմ, I measure.

Դոն, a ton.

Դոնո, a funeral.

Դոնո, fruit.

Դոյ, silence.

Դոն, train.

Դոնից, *f.*, a strand.

Դոնոյ, the ebb tide, the sea.

Դոն, time, occasion.

Դոնոն, evening.

Դոն, *v.*, plough ; Դոնիմ, I plough (Դոնից and Դոնիցիմ also used).

Դոնո, act of ploughing.

Դոնեւ, ploughed.

Դոն ու զոյ, through one and other, topsy turvy.

Դոնուից, *v.*, dry ; Դոնուիցիմ, I dry.

Դոնուիցո, act of drying.

Դոն, *m.*, three persons ; three of anything.

Դոնից, *f.*, a foot, twelve inches.

Դոնից, goods, chattels, furniture.

Դոնո, man's name ; *gen.*, Դոնո.

Դոնիլ, a towel.

Դոյ, *v.*, gave.

τῆς, *v.*, understand ; τῆςίμ, I understand.

τῆςε, thatch.

τῆςτέορη, *m.*, a thatcher.

τῆςε, a flood.

τῆςεἰς, more, a further number or quantity.

τῆςίς, *v.*, descend, alight ; τῆςίςίμ, I descend, alight.

τῆςίς, a spinning-wheel.

τῆςίς, weariness, fatigue.

τῆςίς, wearied, tired.

τῆς, *v.*, dip ; τῆςίμ, I dip.

τῆς, *an* οὔρ, beginning.

τῆςεταρ (I.), *m.* the surface, the top.

τῆςεταρ (II.), *m.*, cream.

τῆςίς, *f.*, a grave.

τῆςίς, *f.*, an hour.

τῆςίς, noble ; *plu.*, τῆςίςε.

τῆςε, the breast.

τῆςίς, *v.*, harness ; τῆςίςίμ, τῆςίςίςίμ, I harness.

τῆςίς, *m.*, harness.

τῆςίς, all (= τῆςε).

τῆςίςίς (properly τῆςίςίςίς), implements of any kind.

τῆςίς, *m.*, water.

τῆςίς-εἰς, whiskey.

τῆςίς, ready, prepared.

τῆς, a contraction for εἰς or οὐς, to or towards. τῆς, like εἰς, always takes the noun following in the genitive.

τῆςίς, *m.*, floor ; *plu.*, τῆςίςίς.

τῆςίςίς, prayer ; *plu.*, τῆςίςίςίς.

τῆςίςίς, act of praying.

CRIOČ.

554822

MacGinley, Peter T
Handbook of Irish teaching.

LaCelt
ML454ha

**UNIVERSITY OF TORONTO
LIBRARY**

**DO NOT
REMOVE
THE
CARD
FROM
THIS
POCKET**



